DOCUMENT RESUME

ED 411 037 PS 023 970

AUTHOR	Sheffer, Susannah, Ed.
TITLE	Growing without Schooling, February-December 1995.
ISSN	ISSN-0745-5305
PUB DATE	1996-00-00
NOTE	241p.; For 1992-93 editions, see ED 371 819; for 1993-94 editions, see ED 390 521.
AVAILABLE FROM	Holt Associates, Inc., 2269 Massachusetts Avenue, Cambridge, MA 02140 (single copy, $6; 1-year subscription, $25).
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Growing Without Schooling; n103-108 1995
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adopted Children; Athletics; *Compliance (Legal); Decision Making; Elementary Secondary Education; Experiential Learning; Foster Children; *Home Schooling; Learning Activities; *Nontraditional Education; Outdoor Education; Parent Student Relationship; *Parents as Teachers; Peer Relationship; Personal Narratives; Physicians; Private Education; Psychologists; Religious Education; Sibling Relationship; Social Support Groups; Student Attitudes; Teacher Qualifications; Teacher Student Relationship
IDENTIFIERS	Adult Student Relationship; Folk Dance; Government Family Relationship

ABSTRACT

These six periodical issues are designed to assist adults in home schooling children and adolescents. Issue 103 focuses on friendships between homeschoolers and school students, writing clubs, separating school and state, folk dancing groups, home schooling with foster and adopted children, and science activities. Issue 104 concentrates on how learning takes place with one interest leading to another, psychologists' opinions on homeschooling, grown homeschoolers' reflections on their schooling and their current activities, mothers' thoughts about their work, and the connection between teacher-pleasing and learning. Issue 105 explores developing self-discipline, adjusting to the freedom of self-directed learning, support groups, learning from siblings, and homeschoolers and high school athletics. Issue 106 addresses myths about "unschooling" (allowing for children's natural learning rather than giving them unasked-for teaching), off-campus colleges, learning languages from native speakers, compliance with state regulations, and families learning together. Issue 107 focuses on homeschooling with a nonparental adult, compliance issues, mathematical thinking, student decision-making, homeschool teacher qualifications, and mothers' enthusiasm. Issue 108 contains the 1996 Directory of Families and Organizations and focuses on family volunteering, doctors' prejudice, outdoor programs for homeschoolers, Christian unschooling, and using experiential learning to change self-perceptions. Each issue contains columns on current news and reports concerning home schooling, available resources, challenges and concerns of readers, book reviews, and "Watching Children Learn," readers' narratives regarding learning activities in different areas. (KB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. $6

Feb./Mar. 1995

GROWING WITHOUT SCHOOLING

Issue 103

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 411 037

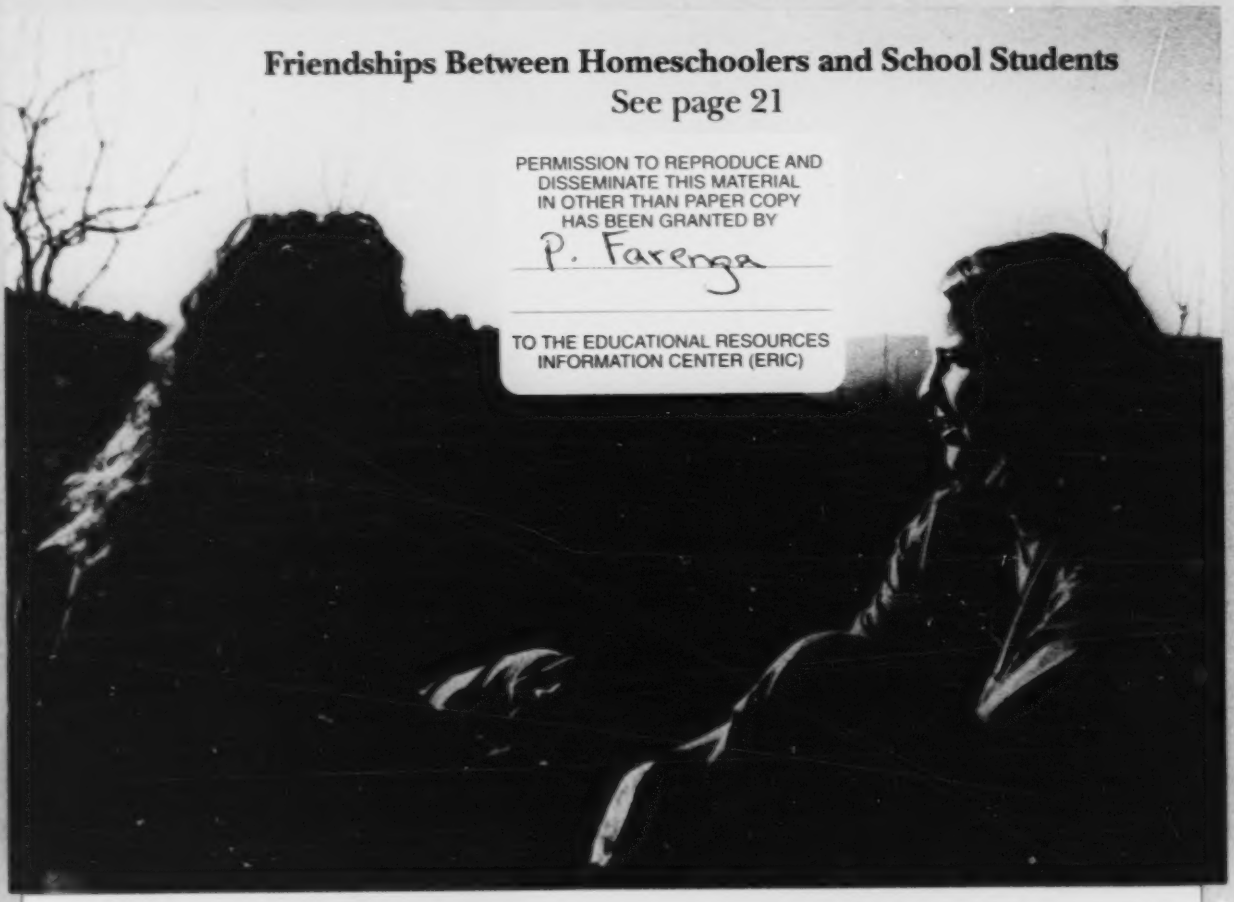
Friendships Between Homeschoolers and School Students

See page 21

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

P. Farenga

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)



Separating School and State

Folk Dancing Groups

Learning about Writing from Other Kids

Foster and Adopted Children

Science Stories

PS 023270

BEST COPY AVAILABLE

Contents

News & Reports p. 3-5

Separating School and State

Folk Dancing Groups p. 6-7

Learning about Writing from Other Kids p. 8-11

Writing clubs, exchanging work with pen-pals – how homeschoolers are learning from one another

Challenges & Concerns p. 12-16

Finding Others, Help with 4 Year Old, How to Help Older Reader?, Recordkeeping

Watching Children Learn p. 17-20, 32-33

Learning about Money, Science Club, Working with Veterinarian and with Water Testing Project

FOCUS: Friendships Between Homeschoolers and School Students p. 21-25

Homeschooling Foster and Adopted Children p. 26-27

***Their* School-Choice Question p. 28-31**

Stories about trying school, entering school, leaving school

Lists of Resources p. 35-38

Helpful teachers, lawyers, professors, psychologists, school districts, resource people, and grown-up homeschoolers

Issue #103
Feb./Mar. 1995

GWS

Founded in 1977
By John Holt

Editor - Susannah Sheffer • Publisher - Patrick Farenga • Contributing Editor - Donna Richoux • Bookkeeper & Editorial Assistant - Mary Maher • Office Manager - Day Farenga • Subscription Manager - Randi Kelly • Shipping Manager - Phil Cranshaw • Shipping Assistants - Annie Tummino & Jennifer Fitzsimmons-Gauger • Catalog Order Processor - Catherine Streiffer • Clerk, Book Review Coordinator - Maureen Carey • Computer Administrator - Ginger Fitzsimmons • Data Entry - Stephanie D'Arcangelo • Office Assistant - Mandy Maher

Holt Associates Board of Directors:
Day Farenga, Patrick Farenga (Corporate President),
Mary Maher, Manoj Padki, Susannah Sheffer
Advisors to the Board:
Tom Maher, Mary Van Doren, Nancy Wallace

GWS illustrations by Emily Linn
Cover photo is of April Johnson and Christina Dubberley.
See Focus Section, page 21.

Growing Without Schooling #103, Vol. 17, No. 6. ISSN #0475-5305. Published by Holt Associates, 2269 Mass. Ave., Cambridge MA 02140. $25./yr. Date of issue: February 1, 1995. Second-class postage paid at Boston, MA and at additional mailing offices.
POSTMASTER: Send address changes to GWS, 2269 Mass. Ave, Cambridge, MA 02140
ADVERTISERS: Space reservation deadlines are the 1st of odd-numbered months; copy deadlines are the 15th. Write for rates.

In this issue

Can people be friends even if they have very different experiences and perspectives?

When I talk with homeschooling kids and teenagers, this question comes up a lot. It's an understandable preoccupation, because most homeschoolers have friends, sometimes very close friends, who go to school. This of course means that their daily lives are different. Often, it also means that the way they see and think about some things are different. But that doesn't mean friendship is impossible or not worth pursuing. The deeper question – indeed we could say that *this* is the real socialization question homeschoolers face – is not whether but *how* to maintain friendships across these kinds of differences: how to find the points of commonality, how to listen to and appreciate another's story even if it is not the one you would tell, how to learn from each other, how to cope with tensions, jealousies, and misunderstandings that may arise.

For this issue's Focus, we interviewed three pairs of friends. In each pair, one is a homeschooler and one goes to school. We could have simply asked homeschoolers to tell us about their friendships with school kids, but by listening to both kids we get a richer sense of the texture of the friendship and of what the benefits and difficulties are on each side. Both kids were able to reflect on the particular nature of a school student-homeschooler friendship, although it's also true (and a good sign, I think) that this did not strike the kids as the central fact of the relationship.

It may strike readers, as it did me, that none of these three school kids felt very positive about school. This is not to say that they all wished they were homeschooling, but none comes across as enthusiastic about the school experience. It would be interesting to know if other homeschoolers' friends feel differently, since this is only a sample of three. Still, I couldn't help wondering whether there's some correlation here, whether a school student who has developed a critique of school is more likely to be interested in being friends with a homeschooler – if only because such a student will not be inclined to see school as the whole world. On the other hand, a student who dislikes school has more reason to be envious of a homeschooler, so in that sense it might be easier to be friends with a homeschooler if you were a school student who felt very comfortable and happy in school.

These issues come up in adult friendships, too, and perhaps these interviews will encourage parents and kids to talk to one another with the understanding that friendship across difference is not simple for anyone. Ironically, school is supposed to make it possible for kids to be friends with people who are different from themselves, but for so many, just the opposite is true: cliques form around sameness or perception of sameness, difference is discouraged or shunned, and kids may actually get less practice at bridging differences between themselves and their friends than these pairs of kids get. — Susannah Sheffer

News & Reports

Separating School and State

Pat Farenga writes:

As our federal and state governments offer us another expensive round of school reform proposals, amid cries cries from educators that *this time* they got it right, a growing number of people are actively discussing the concept of the disestablishment of schools. This is reminiscent of what Ivan Illich described in his 1970 book, *Deschooling Society*. Illich wrote:

Two centuries ago the United States led the world in a movement to disestablish the monopoly of a single church. Now we need the constitutional disestablishment of the monopoly of the school, and thereby of a system which legally combines prejudice with discrimination. The first article of a bill of rights for a modern, humanist society would correspond to the First Amendment to the U.S. Constitution: "The State shall make no law with respect to the establishment of education." There shall be no ritual obligatory to all.

To make this disestablishment effective, we need a law forbidding discrimination in hiring, voting, or admission to centers of learning based on previous attendance at some curriculum. This guarantee would not exclude performance tests of competence for a function or a role, but would remove the present absurd discrimination in favor of the person who learns a given skill with the largest expenditure of public funds or – what is equally likely – has been able to obtain a diploma which has no relation to any useful skill or job. Only by protecting the citizen from being disqualified by anything in his career in school can a constitutional disestablishment of school become psychologically effective.

This idea gets a fresh look from Sheldon Richman, a homeschooling parent who is also a senior editor at the Cato Institute, a Libertarian think tank. His book *Separating School and State* is a short and very readable study about the current state of education, the nature of learning, and the history and politics of compulsory government schooling.

The considerable information and quotes from opponents of public schooling, from the seventeenth century to the present, are fascinating, and they provide homeschoolers with many reasons for helping children learn without forcing them to go to school. I was often struck by the foresight so many of the early critics of state-sponsored compulsory schooling had about how such schooling would dumb down the population through standardization, how it would create permanent bureaucratic swamps, and how it would diminish local community as well as family freedoms. I think this information is very useful for putting our own actions, as homeschoolers, into a historical context. We will likely be selling this book in the fall, but for now you can order it for $12.95 from The Future of Freedom Foundation, 11350 Random Hills Rd., Suite 800, Fairfax, VA 22030.

Moving from ideas to action, a group called "The Separation of School and State Alliance" has come into being to promote this concept. According to their literature, the Alliance has "no political or religious affiliations. The Separation Alliance plans to be strictly educational and to leave to others any ballot initiatives, lobbying, or electioneering needed to accomplish Separation." The Alliance's two initial goals are: first, to find their natural allies, by which they mean "successful acclaimed, respected educators" who will be willing to "publicly declare how their own schools in their own districts are not serving kids, and never can as long as they're run by the state." The second goal is to "find good answers to crucial questions." The Alliance identifies these four questions as key. If school and state were separate:

1. Will the poor get a better education than today? Who'll pay?
2. What about irresponsible parents?
3. When parents choose ethnic or religious schools, will the separatism help or hinder civic harmony? Race relations? Tolerance?
4. What about teacher jobs, salaries, pensions, credentialling? School accreditation?

The energetic founder of the Alliance, Marshall Fritz, is looking for donations as well as ideas, books, and people he can work with to further the cause. You can contact this group at 4578 N. First #310, Fresno CA 93726; (209) 292-1776.

The allure to homeschoolers of the idea of separating school and state is obvious, and we are certainly interested in further discussion of the idea and its practical implications. At this point, we don't know enough about the Alliance to form an opinion of how well it, in particular, serves as an agent for these ideas, but we want to let readers know about it. As with all such things, it's best to investigate directly yourself.

Some thoughts, in the meantime: while the history and arguments in favor of disestablishing schools from state control are compelling to me, there can be no doubt that many Americans are highly critical, if not suspicious, of the idea. A poll commissioned by Mr. Fritz shows that one in four Americans supports the idea of separation of school and state; ironically, that is about the same percentage as the number of Americans who support homeschooling, according to a Gallup poll done a few years ago for the *Phi Delta Kappan*. As homeschoolers know, having 25% of the population on your side when you're doing something that runs against the grain of society is impressive and comforting, but it still means we are a minority. How do we make a convincing case to everyone else that separating school and state is a good idea?

Making persuasive arguments and citing historical precedents aren't enough or all we'd have to do is share Mr. Richman's and others' books with enough people and that would be that! And, as is always the case in polemical writing, many of this book's assumptions, quotes, and statistics will be readily challenged or dimissed by critics. Mr. Richman's political biases are well-stated and obvious since he is a prominent Libertarian. However, he does a fine job of citing examples from all across the political spectrum of people in support of separating school and state. On the other hand, this can backfire on the Alliance too: Richman cites the work of Charles Murray several times in his book; Mr. Murray's views on the intellectual inferiority of African-Americans (he co-authored the controversial book *The Bell Curve*) are almost certain to shut down, or seriously derail, dialogue about separating school and state if opponents succeed in painting the separation idea as an intellectual cover for a racism. If Richman and Fritz are sincere in their advocacy for nonpartisan action on this issue, it seems to me that they need to be extra thoughtful in how they present and support this important argument. Indeed, anticipating the backlash, Mr. Fritz notes in several places that "the group in the Wirthlin Poll that most highly favored separation was people with incomes under $15,000 (35%)."

In order to win people to this issue I think we need to make it personal and concrete. It is here that I think homeschoolers have much to offer the Alliance. Moving from theory to practice is a slow and personal process, as the growth and increasing acceptance of homeschooling demonstrates. To accomplish this I think we need to stop phrasing the choice as taking away something that Americans have grown accustomed to having for over 150 years – public schooling – and replacing it with a free market overnight. Mr. Richman summarizes his position this way: "The urgent solution to the education crisis is complete separation of school and state. The public schools should be sold to the highest bidder, school taxes scrapped, and compulsory attendance laws repealed. Anyone should be free to start any kind of school, profit or nonprofit, religious or secular. There should be no governmental requirements for curricula or textbooks. Parents should be free to send their children to any kind of school – or to none at all. Laws regarding child labor and apprenticeships should be scrapped. All restrictions on homeschooling should be abolished."

Certainly these positions have great appeal to most homeschoolers and private schoolers, but that's preaching to the converted. With our long and quarrelsome education history hanging over us, telling people they now must rely on the free market strikes me as being as arrogant as telling people they must send their children to government schools. There are generations of emotional, as well as financial and intellectual, ties to the existing education system that truly complicate enacting any type of systemic changes to our schools. Visions of destroying democracy, abandoning the poor, and creating an illiterate underclass are powerful to many who do not understand why these things will not necessarily have to happen if we disestablish schools. We at GWS try hard to show how communities are enriched by homeschooling, how young and old work well together in mixed age settings, how meaningful socialization and learning occur outside of schools, and how some school people side with and encourage homeschooling; I hope the Alliance will expand on these examples rather than just declaim the economic superiority of the free market. Illich is careful to show the reader examples of "convivial institutions" that exist today, or that can be readily created from past examples, to fill the void if schools are disestablished. John Holt, particularly in his book *Instead of Education*, offered many concrete ways in which we can learn, grow, and find work worth doing without compulsory schooling, and in his book *Freedom and Beyond* he includes a useful analysis of why deschooling would help rather than hurt the poor. In our current troubled, insecure times people seem to want a road map, even if it is only a sketch, rather than just promises that the free market will take care of everything. I hope the Alliance will work more on creating the road map than on shouting at opponents.

To take the hard line and insist "Full separation now or nothing!" will probably harden positions on all sides of the issue rather than move the dialogue forward. For instance, though some homeschoolers advocate an adversarial attitude towards schools, there are other homeschoolers who want to work with their school districts. And there are a great many more who don't care one way or the other as long as nobody is dictating to them how to live with their children. Does cooperating with your school district play into the hands of school officials who want to completely control or abolish homeschooling? Certainly cooperating with schools can lead to co-opting homeschooling, but it doesn't follow that it must. Successful partnerships between schools and homeschoolers do exist; some teachers and school officials do support homeschooling; and overall, homeschooling is now more popular and accepted than it was even ten years ago, despite these tactical differences among homeschoolers. This indicates that we don't have to adopt a "take-no-hostages" policy in pursuing the goal of separation any more than we do for maintaining our homeschooling freedoms. We can instead tolerate a variety of positions and approaches that, over time and taken as a whole, will put schooling decisions back in each family's hands.

As much as I support the goal of separation of school and state in principle, I feel we can't ignore or belittle the issues that prevent others from agreeing with us. If we oversell the separation argument as a "silver bullet" solution ("How to solve America's Public Education Crisis in One Simple Step" proclaims Mr. Fritz's literature), we risk marginalizing this issue to the fringes of debate and lose an opportunity to introduce this idea into general public discourse. The arguments in favor of separating school and state shoud be made in many ways in order to reach as many people as possible. By making free market philosophy the prime argument, we risk alienating people who are suspicious of free markets where

those with the most money rule (Adam Smith warned his readers about "the vile maxim: All for ourselves, nothing for other people").

Also, we risk losing sight of the very important point that Illich makes often: education isn't a commodity to be priced and sold in the market like groceries. People learn without needing to buy learning in an education market, though the term "education free market" may imply otherwise. Further, even if we could separate school from the state tonight and abolish compulsory attendance laws, we would have only dealt with a regulatory matter. We would still have to contend with many of the social problems that our assumptions about learning cause: the problems of separating children from adults; separating living from learning; forcing children to learn; the conspicuous consumption of education ("I got my Bachelor's from Yale. Where did you get yours?"). None of these issues is directly addressed by separating school and state and many may even be exacerbated by a free market in education.

Nonetheless, it is good to have this issue raised and even better to keep it alive through dialogue. The more we can talk about it, and publicize examples of how it works, the sooner we can move it from abstraction to reality.

Office News

[SS:] If you called our office during the week between Christmas and New Year's Day, you know that we were switching to a new computer inventory system during that time, so things have been somewhat hectic around here as the staff adjusts. We appreciate our customers' patience and we are grateful that so many of you bought subscriptions and books from us during the holiday season.

New staff members have joined us as well. Catherine Streiffer is our new order processor, and she brings 8-month-old Samuel with her. Catherine is a GWS reader who noticed, in one of our previous "Office News" columns, that Holt Associates staff members were able to bring their children with them. That appealed to her, and she got in touch with us just when Milagros Chil, our previous order processor, was getting ready to leave the job. And as our shipper, Manoj Padki, was getting ready to leave us to be at home with his new baby, Gautam, Phil Cranshaw was interested in joining us. Phil, who is Day Farenga's stepfather, has a fondness for small businesses and is interested in homeschooling. We welcome Catherine and Phil, and we know that we'll be in touch with both Milagros and Manoj even though they are no longer in the office every day.

Thanks to the many people who responded to our notice in issue #102 and volunteered to type GWS back issues onto disks (we continue to welcome such volunteers, if you're interested). Sue Miller, another one of our new staff members, is the one coordinating that project, and when she comes into the office she brings 11-year-old Danny and 9-year-old Rachel.

We've also had some valuable volunteer help recently. Some of you may have gotten mail from Zoë Blowen-Ledoux, a homeschooler from Maine who spent several days here in December, helping with correspondence and other GWS work. Sarah Shapiro, a student at Brown University who is interested in John Holt's work, has begun volunteering with us once a week, and some of you have already gotten letters or calls from her as well.

We are just now working out plans for an event in mid-June (the exact date is not yet set): we will sponsor a talk by Grace Llewellyn, most likely on the subject of her book-in-progress, which is about the connection between homeschooling activities and future work. I (Susannah Sheffer) will most likely also give a short talk at the same time, on the subject of my forthcoming book, homeschooled adolescent girls. This is a great opportunity for people in this area to hear Grace Llewellyn in person, since she does not often come to the east coast. Watch for further details of this event; as always, we'll also be mailing information to people in the New England area. Also, check the Calendar (below) to see where Pat Farenga will be speaking in the coming months.

A year ago, with issue #97, we started putting the date on the cover of each issue of GWS, but we got off to a slightly awkward start by giving the date "January/February" to an issue that readers would not receive until mid-February. This has caused some con-fusion throughout the year, so with the new year we're taking the opportunity to correct things by making this issue, #103, our February/March 1995 issue. From now on, that's how you'll see the date on our issues, with the even-numbered month, the month in which you receive the issue, listed first.

Calendar

March 25, 1995: "Survival Tools for Homeschooling Teens" – interactive seminar by Cafi Cohen and Kathleen Julicher at Alliance Church, Norwalk, OH. For info: 216-839-2311 or 419-668-1706.

March 31-April 2: Second Annual AllPIE Spring Retreat: Living and Learning. Old Chatham, New York. For info: Alliance for Parental Involvement in Education, PO Box 59, E Chatham NY 12060; 518-392-6900.

April 1: Georgians for Freedom in Education Family Conference at Mt. Paran Church of God Central in Atlanta, Georgia. Keynote speaker, workshop leader, Pat Farenga. Other workshops, activities for children and teens. For info: Sandy Tucker 404-463-0781.

April 22: Maryland Home Education Association's 15th anniversary conference. Workshops by Pat Farenga, David Colfax, Nancy Wallace, others. For info: Manfred Smith, 410-730-0073.

April 28-29: Wisconsin Parents Association 12th annual conference on home education, in Stevens Point. For info: WPA, PO Box 2502, Madison WI 53701; Melissa Rice, 715-341-6378.

April 28-30: A Family Affair Home Learning Conference in Vancouver, BC, Canada. For info: Wondertree, Box 38038, Vancouver, BC, Canada V5Z 4L9; email hknox@wimsey.com; phone 604-739-5943; fax 604-739-6903.

June 10: Utah Home Education Association conference. Pat Farenga, keynote speaker. For info: Shauna Peatross, 801-964-8013.

Deadline for GWS #104 listings (events in May or later) is 3/10. Deadline for GWS #105 (events in July or later) is 5/10. ◆

Folk Dancing Groups

Monthly Dances for Homeschoolers

Susan Richman (PA) writes:

One of our favorite music/social activities these days is our monthly homeschoolers square dances at a grange hall near our farm. My husband Howard calls the dances and fiddles, and anyone attending is welcome to take part in the informal band. We've had hammer dulcimer, keyboard, piano, harmonica, fiddles, guitars, even a 10-year-old on harmonica helping make the music.

Everyone dances, all ages, with a few babies on hips or backs or toddling around between everyone's legs. It's made for wonderful and fun social times for everyone, with no age segregating (well, not much – most adults try not to get in the older kids' square when some wild crack-the-whip type dances are going on!). It's such a good alternative to typical teen dances where kids are completely off in an only-teen world, with parents only serving as chauffeurs to the event. It's our answer to the "But what about the prom?" question. One very nice newspaper reporter I was speaking to earlier this year paused when I was telling him all about the square dances (my response to his dating question about homeschooled high school age kids). After I'd finished explaining what great fun it was, there was a long pause on his end. Then he said, "Well, gee, this all sounds nice and wholesome and all, but you know, I just can't imagine that when I was a teenager I would have ever wanted to go to a dance with my parents!" I told him this just showed how homeschooled high schoolers were different – and a positive difference at that.

Another plus is that Jesse (now 17) is also learning to call dances, and calls a set of three dances every month, with an almost all-kids band to back him up. It's been interesting to me that he always calls dances that Howard *doesn't* do, preferring instead to find his own square dances in various calling books we have around the house and to figure out how to do them on his own.

Building Community

Maureen Carey (MA) writes:

Folk dancing is a wonderful way to build community. You can't dance alone; you need the cooperation of lots of others. Our large Boston-area homeschoolers' network has had several successful series of events over the years, but none has been as consistently well attended and met as many goals as our folk dances have.

My family started folk dancing two years ago, so we could get exercise in the long Massachusetts winter. Typical of our unschooling, we began this activity for itself, not to contribute to the education of our daughter, but it ended up a significant part of just that. Aidin had just turned 8 and was not at all bothered by being the only child at most of the dances we attended. She assumed she was socially on an equal level with the adults in the dancing community. People really enjoy her, and because they get to know her before they find out she is homeschooled, they can see that she functions well and they never ask if she has adequate socialization.

Along with learning dancing itself, Aidin has used this experience well by taking up many of the support and leadership tasks that must be done for the dances to happen. She has made friends with the organizers and has of her own volition dismantled the band's equipment and put away the microphones and wiring, taken out and put away the lost and found items, collected up to hundreds of water cups, taken admission at the door and counted thousands of dollars (which no one objected to her handling by herself), washed the floor before the dance, taught basic steps to newcomers, and played with toddlers so their parents could dance. She very naturally perceives the needs of the group and goes about doing the tasks that she enjoys doing. She is especially valued because her presence and confidence as a small and expert dancer are a calming influence on some of the men who can get a bit too forceful in the way they lead their partners. As a seasoned long-time caller said, "She helps keep those guys in line."

About a year and a half ago, the gym at the school across the street from our house became available, and the woman in charge of it, whom we happen to know, asked me if I wanted to use it for anything. I immediately thought of it as a place for

Timmy Carey tries out a fiddle at one of the folk dances.

homeschoolers, and I realized it was a great dance space. I put a notice in our group's newsletter saying that I wanted to organize weekly dances, but I needed a commitment from about 6-8 families for it to work well. I got a lot of response right away, and word spread. Most of the people didn't know how to do the dances, but I knew someone who wanted to learn how to call dances and was willing to call for us, so we started with dances that beginners could learn easily.

Our weekly Monday night dances go from 5:30 to 7:00, timed so that the 9-5 working parents, usually the ones less involved with homeschooling activities, can participate. This has resulted in a whole new dimension for the previously left out parents, mostly the dads. It is enormously valuable that they get to meet and have fun with the people they hear about all the time, and they have gotten to know each other. This is especially helpful for the dads who are skeptical about homeschooling, because they have gained confidence in the whole thing through this constant close contact with lots of families and through discussions with the other dads.

It many ways traditional dancing is an excellent activity for homeschoolers because it provides a forum where children and adults can interact on an equal and mutually satisfying basis. It is a real (reel?) activity whose component parts are classics in that they have stood the test of time. At our Monday night dances, some of the children and adults have begun to play instruments to accompany the others, giving them a great opportunity to develop their musicianship and inspiring the kids who are just beginning to study music. It is an amazing sight to see thirty to seventy people, from toddlers to parents in their fifties, doing organized, joyful dancing to beautiful music, while the nursing babies and the parents who want to chat hang out on the sidelines. Many families tell us it is the highlight of their week.

Families obviously can't be sent home to start dinner at 7:00, so we follow the dance with a potluck meal at our house. Up to about eighty people share excellent food, good conversation, and enthusiastic play.

Aidin has also used the Monday night dances to learn how to call the figures and teach about five different dances. Gaining experience and confidence from that, she has gone on to do the same at a number of adult dances in the area and at the New England Folk Festival, where she was calling for complete strangers. There were five professional callers in the auditorium at the time, and they all complimented her on her work. It was real work, with professional musicians accompanying her efforts and both adults and children learning and having fun because of her leadership. She earned her own admission to the entire festival by that job, and she wore a badge the whole weekend that proclaimed her a performer. Still only 9, she has recently been granted a scholarship (worth $90) as a caller to a festival that will attract dancers from all over the U.S. and Canada. Last year, she was the only child who participated as a dancer in all of that weekend.

An activity like our weekly homeschoolers' dances could be started almost anywhere. It is a good way to focus existing networks of homeschoolers or it could be a way to build a network. It's also a natural way to make links with people not involved in homeschooling. The two ways I know of getting free halls for dancing actually demand as a condition of their use that the events be open to the public. There are after-school programs in public buildings that have access to gymnasiums and are looking for creative programming ideas that cost them no money, and other municipal buildings like town halls that are available to residents for special functions.

You need one person who knows a form of dancing and would like to try leading a group in learning it, and you need music. There are national traditional dance networks to help find local people. At a local dance, you could put the word out that you have a volunteer opportunity for someone who would like to develop his or her skills with a cooperative, uncritical bunch of novices. Music can be as simple as a couple of dance tapes that are made specifically for the purpose and a used sound system borrowed, rented, or purchased from a music store or from local musicians. Even better, get the fledgling musicians from both the younger and older generations, and the parents who say they used to play an instrument, to form a band to accompany the dancers. Or look for local musicians who could have a great time with your group.

We find that we can have the activities we want in our homeschooling community if we figure out what our needs are, how to provide a place and whatever leadership is needed, and put the word out through the newsletter. The projects themselves have been a great success and, more important, have led to invaluable community building and strengthening. ◆

The '95 Burlington College Homeschooling Institute

Featuring: **Grace Llewellyn**
editor of REAL LIVES,
11 Teenagers Who Don't Go To School
& author of Teenage Liberation Handbook

June 13-17 Burlington, Vermont

Presented by Burlington College
An exciting alternative college
on the shores of Lake Champlain

*Panels and discussions on science, math, language arts, curriculum building & more * Arts workshops for families *sailing or kayak lessons * 15-mile bike path adjacent to site * 60 waterfront tent and RV sites * day trip to world-famous Shelburne Museum *daytime childcare available * Come early for 6-day DISCOVER JAZZ Festival with over 500 performers *lots of discussion time *send your ideas for open workshop times

An affordable family learning opportunity and vacation in one of America's most dynamic small cities.

Send $2 for complete Institute schedules, costs, hotel list, interest survey, & area guide to:

Burlington College Homeschooling Institute
c/o Burlington College 95 North Avenue
Burlington, VT 05401
tel. 800-862-9616 fax 802-658-0071

Learning about Writing from other kids

Criticism Helped

Andrea Quarracino (PA) writes:

A couple of years ago, when I was about 11 or 12, my mom thought I might benefit from hearing other kids read their stories and from reading my stories to them. I agreed that it sounded like a good idea, so she called some people and made some arrangements, and we got together with a group of homeschoolers once a month to read our work.

For a while, I was petrified at the mere thought of reading my work out loud. Suppose they didn't like what I wrote? And, even worse, suppose they decided to tell me exactly how bad they thought it was? But a rule was established that only constructive criticism was allowed. In time, it became easier for me to read my work to others, and some of the suggestions I received were helpful. Hearing the work of others helped to inspire me towards my own goals, and sometimes towards new thoughts and ideas, too.

There was one time when I had just finished writing a fantasy story. I was really pleased with it. It had a heroine who killed a dragon – a big finish! I thought it was great. I read it aloud and expected some pretty good reponses. Well, most people liked it quite a bit, but one boy suggested that it was too ordinary a plot for a fantasy story. He was honest with me, and at the time, I was crushed. But after the writing group ended, when I had some time to myself and I sat back and thought about his response, I realized that he had made sense. Now I think that he helped me quite a bit, because now, when I'm writing I have a tendency to think, "How can I make this less ordinary, less like everything else?" So his comment still affects me, even two years later.

I also learned from hearing kids read their stories. That same boy wrote a story about a boy whose own mother was behind some kind of gruesome plot, involving the murder of her husband. I hadn't ever heard another kid write something like that, something with so much sinister plotting. At that time, most kids were writing stories that were more innocent, I guess. His story made me come up with a lot of ideas of how I could apply that sort of plotting to my own writing.

I have a lot of pen-pals who also want to be writers, and we exchange stories. I learn from them, too. Some of them write very well, and when I read their stories, some of their ideas stay with me and I think about how I could apply them to my own writing. So I learn from other kids even when we aren't sitting in a group together.

Literary Club

Theresa Morris (NY) writes:

I decided to try leading a literary club for the older children in our support group, New York City Home Educators Alliance. I enjoy interacting with the kids and I thought the club would be an interesting way for the limited number of older kids in our group to socialize and learn.

I had certain goals that I hoped to see come about for the participants: an increased confidence in writing, and the realization that most writers practice writing, make mistakes, experiment, and do some plain hard work to get the results they do (ideas that Susannah explores very well in her book, *Writing Because We Love To*). I hoped to see a sharing of ideas, philosophical or otherwise, that reading and discussing books would naturally bring up. I also planned to introduce the kids to literary terms and ideas, such as metaphor, foreshadowing, plot, and all the other traditional English literature subject matter. I introduce a term as it seems appropriate, define it, and point out examples in the book we are discussing. It is up to the individuals whether they ever learn or use these particular tools.

During the first part of our two-hour meeting, we discuss the book we're reading at the time. Each participant has recommended a favorite book, and we're reading them in random order. After talking about that book or other books, we read aloud our own writing or writing by other authors that we like. I take notes during our discussions and type them up and photocopy them later for the kids. I also offer writing assignments which the kids are encouraged but not required to do.

There is an academic atmosphere to all of this but I try to base it on the college model. No one is required to participate in activities or discussions and attendance is completely voluntary (and only children, not parents, can make that decision!). The idea is to create a supportive, relaxed environment where we can share our thoughts and our writing. We try to show one another respect and we neither criticize nor praise one another's work (similar to Alfie Kohn's philosophy in GWS #101). I do try to thank each reader for sharing his or her work.

I observe that, through having a safe, interested atmosphere for this activity, the participants have grown confident about their writing and about sharing their work. They realize that everyone feels the same about the physical difficulty of writing and rewriting and about reading their writing out loud. Everyone occasionally makes a mistake in spelling or pronunciation, and many of us draw a blank from time to time at the sight of an empty page.

One purpose of the writing games we play is to introduce a little silliness, looseness, and fun into the act of

writing. Too often we approach writing with the pressure-inducing intent of producing something adequate, and in concentrating on the outcome so much we choke up during the process. No one can create without a sense of play, and writing is no exception.

Collaboration during writing is fun and sociable. It enables the kids to break down barriers that might exist between them and builds a shared experience. They are learning from each other, but exactly what, I couldn't say. Most likely they are learning what they need to know.

Our meeting space is lent to us by The Teachers and Writers Collaborative. Teachers and Writers offers a library of writing games and activities developed by writers to encourage themselves and their students to loosen up and develop writing skills. The materials are available for public perusal, so we have been able to use some of these. Teachers and Writers also sends writers into schools to present children first hand with the writing world.

One reason the club discusses books is that discussing books also helps writing, as does the reading of good literature. Discovering an author's intent and studying his or her methods increases the understanding of writing as a craft to be practiced and enjoyed over time.

The Lit Club members have discovered, if they didn't know it already, that they are good at writing, that they do enjoy it, and that their peers appreciate and enjoy their work. Many writers and artists share their work in this kind of circle; it stimulates creativity and supports and encourages experimentation and the completion of work.

I asked the members of the club to write briefly about the experience of being in the club. Here are some excerpts from their responses:

From Francesca DeRenzi:

I like most of the things we do in the Literary Club but my favorite is when we do writing exercises/games in groups. It's fun to hear other people's ideas. The thing I like the least is that when I'm reading books for the Literary Club, it's difficult for me to read other books.

Theresa Morris and the Literary Club

From Amanda Nies:

I like group writing. Theresa divides us into groups and gives us a word list. Together we think of a way to put the words into a story.

From Maaret Klaher:

I go to the Literary Club because I like the idea of reading the same books and discussing them. I feel like the range of age and ability from 9 to 14 1/2 is too far because I am 9 1/2 and I cannot read the book the 14 year old recommended.

(Theresa's note: The age range is from 9 to 15 and Maaret is the youngest. She is a mature writer for her age, however, and I am hoping that her difficulties will iron out with time. Better age ranges would be 9-10 and 11 and older, but we don't have the numbers in our group to succeed with that.)

From Mona Weiner:

I figured out that what I like best about the Literary Club is having an audience when I read something that I've written. For instance, I wrote a one-act, one-scene play for an exercise ... I liked seeing everyone's reaction to my play, whether they liked it or thought it was funny, if the plot was lame, etc. We are not criticizing each other's work, good or bad, but I feel ready to be judged. I would like people to tell me what they think of my writing, be it good or bad criticism, because I feel ready for that. It's why I like showing people my work. But it's OK that we're not doing that.

... I also like the assignments, and what's really great is that we have the flexibility to be free enough and if we don't have a lot of time and don't get the assignment done, it's OK. Nothing is forced.

From Isaac Weiner:

It was a lot of fun to see what everyone thought of [the book I chose]. My favorite part of the Lit Club is probably when we get an assignment. We've had assignments to do a hero story, a science fiction story, a creation story, etc. Since I live with the leader of the club, I get all the inside info, and I found out we might write a song. After I heard this, I got inspired, and wrote a rock song every night for a week. I ended up with seven songs and no more ideas by the time we actually did the assignment.

BEST COPY AVAILABLE

Further Reading:

In Growing Without Schooling:

Stories about homeschoolers' writing groups in issues #40, #47, #67, #75, #76, #77, #78, #85

Finding Audiences for Writing, GWS #66

Family Newsletter, GWS #49

Interview with Peter Stillman, author of *Families Writing*, GWS #73

In our catalog:

Writing from Home: A Portfolio of Homeschooled Student Writing, ed. by Susan Richman

Families Writing, by Peter Stillman

Writing Because We Love To, by Susannah Sheffer

Other Catalogs:

Heinemann Educational Books, 361 Hanover St, Portsmouth NH 03801

Teachers & Writers Collaborative, 3 Union Sq West, New York NY 10003

Making Her Own Lesson

[SS:]When I was in kindergarten, my teacher decided to have the two readers in the class give a lesson to the rest of the children, who hadn't yet learned to read. I was one of the readers. The teacher sat me at a table with a large group of kids around me and told me to teach the others about reading. I don't remember if we had texts in front of us or if structuring the lesson was left completely up to me. I do remember feeling stymied by the task and being able to come up with only isolated bits of information to pass along: "'PH' is pronounced like 'F,'" I told the other kids helplessly. I knew this wasn't enough. Hearing a few of the facts that I knew because I could read was not going to turn those kids into readers before the lesson was up.

I wonder if my teacher had heard or read some advice about the value of letting children teach each other. Kids are often better teachers for each other than adults are, this wisdom tells us, and I imagine my teacher wanted to set this magic to work in her classroom. The trouble was that she imposed her own traditional teaching model onto our situation, not realizing that when we children learned from each other successfully, we used other models. Had she been looking for this, our teacher might have observed the way we learned jump rope rhymes and patterns from each other by watching and imitating and knowing that our mistakes would be tolerated. She might have noticed the way my friend taught me to blow bubble gum bubbles by offering some specific instruction at exactly the moment that I asked for it and was receptive to it. We were learning from each other all the time, but not because we sat in formal lessons with each other as teachers. Had we been allowed to learn reading from each other the way we learned to jump rope or blow bubbles, our teacher's experiment might have been more successful.

Now that I am the adult, I try to observe the ways in which young people choose to learn from one another. A few years ago I had occasion to witness one 12-year-old homeschooler learning about revision from another 12-year-old homeschool-er three thousand miles away.

Sarah-Kate was working on what she called "what happened later" fairy tales – stories that pick up where the traditional fairy tale left off. An early draft of a story called "Cinderella?" began with the narrator telling about what happened to Cinderella and her step-sisters after the famous ball:

> Once upon a time there was a girl named Cinderella. She lived with her fairy godmother who was very cruel because since the ball incident she had become an alcoholic and was pretty near insane. We need not talk much about her though, because she doesn't really come into this story. As everyone knows Cinderella married the prince after dancing past midnight, but things didn't work out. ...

Sarah-Kate asked me for comments on the story. I told her I thought that idea of "What Happend Later" fairy tales was very interesting and had many possibilities. I went on to say that the opening paragraph – the one I have just quoted here – confused me a bit because I wasn't sure whether Sarah-Kate was indeed writing about what happened after the traditional Cinderella story or whether she was writing a new story that was meant to substitute for the original one. We talked about which sentences made me think she was aiming for the first alternative, and which sentences suggested she was aiming for the second alternative.

A couple of months later, Sarah-Kate decided to revise this story and enter it in a contest that a local bookstore was sponsoring. The revised draft, titled "After the Ball," was considerably longer and took a very different approach. It began:

> "And Cinderella and the prince lived happily ever after." Sadie's grandfather closed the book. "Now it's time for bed."
>
> "But I don't want to go to bed," answered Sadie indignantly. "I want to know what happened to Cinderella after

BEST COPY AVAILABLE

she and the prince got married. Did they have lots of kids? Was one named Sarah Marie, like me?" Grandfather smiled at his little granddaughter. "You really want to know what happened?" Sadie nodded. "Really?"

"Yes, grandfather," Sadie laughed.

"Well," said grandfather, leaning back with a sigh. "I'll tell you. But only if you promise to go right to sleep when I'm finished."

"I promise," Sadie said. ...

"Now, not many people know what happened to Cinderella after she ran away with the prince," began grandfather, "because the books only tell you about it up until the prince found Cinderella. There was plenty that happened after that, though. I am one of the few people who know about it, because I have been around for a long, long time."

Grandfather goes on to tell what happened to Cinderella in the modern world, with Sadie interrupting periodically. Sadie's questions allow Grandfather to clarify the very issues about which readers of the story may be wondering, such as whether Cinderella has gotten older with the passage of time or has stayed the age she was in the original story. I found Sarah-Kate's restructuring of the story delightfully ingenious: letting Grandfather be her narrator allowed her to clarify many of the elements of the story that had been confusing in the earlier draft.

So, up to this point the interesting thing, to my mind, was the way in which Sarah-Kate worked on this story over time and decided to revise it so substantially. I didn't expect this to be an example of young people learning about writing from each other, but that's what it turned into, to my added delight and interest.

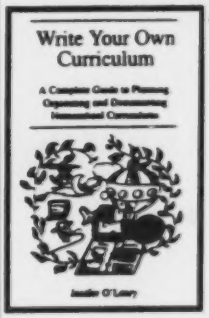
I had been corresponding with Lorie, commenting on her stories in much the way that I was commenting on Sarah-Kate's. Because I knew that Sarah-Kate and Lorie were pen-pals, I asked Lorie if they had ever exchanged their fiction. Lorie said that they had seen each other's work but had not explicitly asked each other for critical comments. Not long afterwards, Lorie wrote to me:

> Sarah-Kate just recently sent me her story, "After the Ball." I was much impressed, and you know what? It helped me considerably to see how she changed it so much compared to "Cinderella?", her first version. It made me see how it is possible to rearrange stories – even those that seem impossible or hard to rearrange. As I was saying to Mom a couple of days ago, I would never have been able to rearrange, say, Sarah-Kate's story, or some of mine, "in their own little boxes." They obviously could take changing, but to change them only within their own boxes would hardly make a noticeable difference. You have to go *beyond* the boxes, and Sarah-Kate's story helped me to realize that, as it was so utterly different from "Cinderella?"

From Sarah-Kate's example, Lorie learned how to "go beyond the boxes," how to do the kind of major revising that involves totally reconceiving a story. Sarah-Kate didn't set out to teach Lorie this, and didn't even know that Lorie had learned it from her until I told her so. But Lorie learned it anyway. Young people can learn about writing from each other simply by being able to see each other at work – but it is important that they be able to see each other *at* work instead of just seeing the work in its final form. If Lorie had merely seen Sarah-Kate's story published in a magazine, she wouldn't have known how the revision differed from the earlier draft and wouldn't have been able to learn from that difference. Neither Sarah-Kate nor I needed to make a lesson for Lorie out of Sarah-Kate's drafts; all Lorie needed was access to the material and she was able to make her own lesson. ◆

Write Your Own Curriculum

A Complete Guide to Planning, Organizing and Documenting Homeschool Curriculums



Realistic and inspiring, this simple, straight forward approach to curriculum planning is based on student interests, learning strengths and legal requirements.

$12.95 + $2.00 S & H to:
Whole Life Publishing
P.O. Box 936 G
Stevens Point, WI 54481
Visa & MasterCard
Phone 715-345-1795

Enhance Curriculum with Award Winning STORYTELLING by Jim Weiss

12 National Awards

- **Sherlock Holmes for Children** *(cs/cd)*
- **Arabian Nights** *(cs)*
- **Good Night:** Acclaimed *Off-to-Sleep* Tape *(cs)*
- **Tales From Cultures Far and Near** *(cs)*
- **She and He: Adventures in Mythology** *(cs)*
- **Three Musketeers / Robin Hood** *(cs)*
- **Greek Myths** *(cs/cd)*
- **Tales from the Old Testament** *(cs)*
- **King Arthur and His Knights** *(cs/cd)*
- **Fairytale Favorites in Story & Song** *(cs)*
- **RipVanWinkle/Gulliver's Travels** *(cs)*
- **Animal Tales** *(cs)*
- **Mystery! Mystery! for Children** *(cs)*
- **The Jungle Book** *(cs/cd)*

"Storytelling in its best incarnation." Home Education Magazine
"Enthralling adaptations...remarkable voice changes" ALA Notable Committee
"Weiss is a gifted storyteller..." ALA, Best of the Best for Children
"A great way to lead young listeners to the fiction shelves." Booklist
"Weiss' voice is liquid gold." CNN TV

GREATHALL PRODUCTIONS
P.O. Box 813
Benicia, CA 94510

BEST COPY AVAILABLE

Challenges & Concerns

Looking for Like-Minded People

Foreli Kramarik (IL) writes:

Six years ago I came to America from Lithuania, where I was homeschooled. My dad took me and my sister out of school when we were 14 and 15 and said, "Study what you, not the school, think is going to help you." Independently, we taught ourselves music, languages, art, and psychology. We exercised as much as four hours a day. We met and talked with professors and drunkards, spies and teachers, directors and janitors. We were free to choose our own path of life. Although we lived in a small apartment, where KGB agents were monitoring every day's conversations (as in most people's homes), we didn't lose trust in people. Belief in the best in people was stronger than fear.

By the time I left Lithuania I was fully equipped to survive there. But here in the the U.S. I found myself as helpless as a child. A year later I met my husband Mark, an American, and we got married three months later. Within the next four years we had three children, all of them born at home, underwater. I'm also homeschooling our children, and we believe in non-violent discipline.

Our children are very helpful and independent, maybe in part because we practice carrying kids in slings, co-sleeping, breastfeeding, nurturing their needs and concentrating on their inner goodness, not on inappropriate behavior. When they have a problem, we let them know that they themselves can solve it. If they fight (without dangerous hurting), I try to let them find solutions about how to agree. We are trying to involve them in everything we do.

My husband is very supportive, but we need, for our children and ourselves, extended friendships outside our family. I have a hard time meeting like-minded people and would love to hear from other GWS readers.

Getting Help With 4 Year Old

Marion Webster (MA) writes:

Recently I've had some success with solving my own version of homeschooling burn-out. I am a 43-year-old mom of a 4 1/2-year-old son. My husband works full-time outside of the home, and I am the one taking care of our son during the weekdays. My husband and I have known since our son, Jake, was little that we wanted to homeschool, so Jake has never been in daycare or preschool.

Because of some chronic health problems I have, I recently have found my happy, thriving, talkative son to be too demanding of my limited energy. (I also realize that 4 1/2 is a demanding age for all parents.) A few months ago I had knee surgery, which involves a long and difficult physical therapy process afterwards. In September, when some of Jake's friends trotted off to preschool, I became envious of the predictable breaks their mothers were getting that I wasn't getting and needed so badly. I was torn between my excitement about homeschooling and my genuine need for some frequent chunks of time just for myself.

I started to spread the word among friends that I needed help, that I wasn't doing as well as it might have looked. Help started to materialize. For a while I had been taking Jake to my physical therapy appointments, which was fine in some ways. He kind of liked going, and everyone enjoyed having him there – they couldn't get over how "good" he was. But since the therapy was painful and demanding, it just became too much for me to bring him along; it would have been too much to bring anyone along! For a few times I dropped him off with friends, but even that was too much – having to pack him up with snacks, etc., get him out the door, drop him off, get to p.t. on time – all with a bum leg.

I finally surrendered to the idea of hiring help. I hired a young woman, referred to me by a friend, to come to my house and babysit 2-3 mornings a week. I used money in savings to do this. Jake and Claire have become good friends. They do fun things, like go to the playground and meet homeschooling friends or go to a museum.

Another homeschooling mom recommended an 11-year-old homeschooling boy who might want a job as a mother's helper. Now he comes over every week for about three hours, and the two boys have become great buddies. Recently I've also hired a young homeschooling girl. A wonderful side benefit here is that we get to know and learn from older homeschoolers and their families. My third mother's helper is a 10-year-old girl who goes to school. I am also arranging more child-care swaps with other families. My calendar is full with notes of who's coming when, in addition to my own appointments, but it's worth it. Both my son's and my needs are getting met without having to use school as the babysitter and as the way to give Jake a social life.

I no longer feel overwhelmed and irritable and I am again enjoying the time that I am with my son. I just finished reading *Better Late Than Early*, by Dorothy and Raymond Moore, which "serendipitously" came into my hands just when I was considering preschool. The book confirmed the intuitive feeling I've had all along, that a child's home environment is the ideal setting for his early education. Jake clearly thrives in his home environment, and I'm grateful to have found a way for me to thrive also.

Labeling – The Discussion Continues

Patricia Munro wrote in GWS #101 about how her family found it helpful, rather than limiting, to apply the the Attention Deficit Disorder (ADD) label to

their daughter Miranda. In GWS #102, N.S. Gill responded with her concerns about labels, saying that she feared people could use them as excuses for their behavior. Now Patricia Munro writes:

Reading N.S. Gill's response to my earlier letter made me realize that I hadn't adequately clarified what a label was – even to myself. As a child, Gill's husband was told that he wasn't very smart because he had difficulty reading. Reading is a specific skill; it is not a person. Labeling someone stupid is a cruel judgment that implicates the entire person and is unchangeable. "Ain't nothin' you can do about it – it's you." This kind of labeling is inexcusably damaging and can provide an excuse for unacceptable behavior – after all, if you *are* the problem, no change is possible.

The difference between labeling a person and labeling a condition is huge. When a person is called "stupid," "bad at math," "unmusical," etc., the label becomes that person's destiny. There is no point in trying to change, because the label is the person. "I can't learn because I am stupid." "I'm just an aggressive person; it's not my fault that I beat people up."

On the other hand, labeling a condition can help define and clarify it. I picture walking in a dark wood, hearing unexplained noises around me. So long as the woods are dark, I will picture wolves and dragons surrounding me and I will be terrified. But if I shine a flashlight at the noises, I will see – well, I might see a squirrel. Or I might see a wolf. But no matter what the flashlight reveals, at least I can see it, define it, and figure out how to deal with it. A good label is a tool that, like a flashlight, simply shines light on a real problem.

For a long time after we began discussing ADD, both my husband and I avoided any talk of labels. We believed that ADD was a construct of schools and in the right environment would vanish. Like Gill, I didn't want to give my child an excuse for her behavior – she was responsible for it, regardless. I wasn't going to give my child the ADD label – she might judge herself inferior. Unfortunately, by not giving her adequate information, including the label ADD, I allowed her to judge herself bad and stupid (see GWS #101 for specifics).

The catalyst came after I read *Driven to Distraction* by Edward Hallowell and James Ratey and recognized parts of myself in it. I have always struggled with organization, with finishing projects, with impulsivity. I have berated myself for these traits and been convinced that I was simply lazy and undisciplined. The book laid these traits out in a recognizable pattern. There was a reason for my troubles with organization and, more important, there were tools I could use to deal with it. While I was no less responsible for my behavior, I could now look at it without guilt and use those tools to change it.

I considered the relief I felt at removing my own hated labels and realized that my child needed to be able to remove her labels too. It was then that we began using the label ADD with Miranda and educating her and our whole family about it. (After having read innumerable books on ADD, I am convinced that there is some biological basis for the traits associated with it. The origin, meaning, and treatment of these differences are beyond the scope of this letter.)

In the six months since I last wrote to GWS, Miranda has nearly stopped her temper tantrums. She is still strong-willed as ever, but she is able to keep herself from violence and she recovers her equilibrium quickly. She feels good about herself and shows it in the way she moves. She has always been a shy child, but she now looks people in the eye and talks to them after only a minute or two.

Each week she sets goals for herself, while I write down our outside commitments. She is able to organize her time around the commitments and to complete most of her goals. She is most comfortable with routine and few surprises, yet she wants control over what she does. This schedule allows her both freedom and structure.

She goes to a resource center at the local school for an hour a day to work specifically on writing and math facts. It seems like so much drill to me, and I don't think it addresses her

Beyond the basics...

Calvert School offers supplementary courses for children ages 5-13.

A leader in home instruction curriculum for nearly 90 years, Calvert School invites your family to join our creative adventures. Choose one of our specially designed enrichment courses including ***Melody Lane***, a music appreciation course on video for ages 5-8; ***The LITTLE HOUSE® Books Reading Guides***, based on the beloved series written by Laura Ingalls Wilder, for ages 8-11; and ***Discovering Art***, an art appreciation course on video with additional hands-on activities for ages 9-13. Each course comes with an easy-to-follow guidebook and all the materials you'll need to make learning fun. For more information on all of our home study courses, please call, fax, or write for a free catalog.

CALVERT SCHOOL

(410) 243-6030 • *fax (410) 366-0674*

Dept. GWS5

105 Tuscany Road • Baltimore, MD 21210

problems with concentration. However, she enjoys the teacher and the ambience so I haven't pulled her out.

I had expected Miranda to try Ritalin, but she objected strenuously, feeling that some of the "low-tech" techniques would be sufficient. They have helped, but she still loses focus. She now says, "Oops, I'm not concentrating," but she can "not concentrate" for many minutes before she catches herself. So she has decided to try Ritalin, provided I act as the king's taster and try it first. (Ritalin increases the brain's use of the neurotransmitters which help with particular areas of attention. I suspect that the balance of neurotransmitters in the brain could be controlled using meditation. If anyone knows of this being tried, please contact me!)

I believe that Miranda's behavior has changed because she now understands a part of herself that had scared her. When she learned about it and acquired tools to deal with it herself, she was able to approach it with equanimity. At the same time, my husband and I educated ourselves and acquired skills to deal with the problem. With that stability, her gains were reinforced. Could we have done this without labels? Oh, probably. But the label, inaccurate as it is, simplified matters. It is, after all, easier to say "wolf" than to say "gray hairy quadruped with a bushy tail, big ears, and sharp teeth."

How to Help an Older Beginning Reader?

[SS:] About a year and a half ago, long-time homeschooler Ruth Matilsky wrote to say that her son Jacob, who was 11 at the time, was only in the very beginning stages of learning how to read. Ruth said that she appreciated the stories in GWS about children who learned to read at older ages and did fine, but she was also interested to know *how* those older kids learned to read: was it similar to the way younger kids learn, or have families observed significant differences when the kids are older? Ruth also said that Jacob was asking her to "push him to read," and she was unsure how to respond, because she had not been the pushing sort thus far. She said that Jacob appeared to be feeling, more acutely than before, pressure from others about his reading.

Whenever our personal response to a particular reader addresses issues that come up often among homeschoolers, we try to print our letter so that other readers can see it too, and join the discussion. Back in the spring of 1993, I wrote to Ruth:

I know what you mean about wanting to hear exactly *how* these older kids learn to read. I also sympathize with the problem of feeling pressure from the outside community, and I certainly believe you when you say that Jacob himself feels this. I think if you write to people who have told GWS about being older readers, they will be able to help on both counts – help you by telling you something about the process, and help Jacob by telling him how they coped with outside pressure. When I refer you to some stuff in back issues of GWS, I'm

Clonlara...Home Education In A Class By Itself

CLONLARA SCHOOL HOME BASED EDUCATION PROGRAM

Clonlara School Home Based Education Program is one of a kind. It provides home educating families with a comprehensive, innovative program, offering parents and their children choices galore.

Clonlara School gives families:
- peace of mind
- fully-functioning private school
- help in designing and operating your program
- counseling and guidance
- a subscription to The Learning Edge Newsletter

Pat Montgomery, Ph.D
Director

Clonlara serves all age ranges - early education through secondary.

For more information-

Clonlara School
Home Based Education Program
1289 Jewett Street
Ann Arbor, MI 48104
(313) 769-4515

15

imagining that you might read it to Jacob so that he can know he's not alone and so he can hear how other kids coped. Then, he might want to ask these kids direct questions (as you in turn might want to ask them or their mothers), and of course you can then get in touch with them directly.

Then, I find myself thinking about your saying that Jacob says he'd like you to push him. I wonder whether he really means that he'd like you to *help* him, or to make helping him a priority. Maybe he'd like to be able to count on regular time with you to work on reading – be that reading aloud to you while you listen, or reading to himself but having you close by to answer his questions, or some other form of help. Anita Giesy, in GWS #77, talks about this dynamic, how she used her mother's help, and Jacob might get some ideas from this. But I just have the feeling, even without knowing Jacob, that he may mean he wants to be sure he clears a space in his life to focus on reading, and he may be saying he wants your help with this. The encouraging thing to remember is that giving this help can be so simple – as I say, it can just mean listening in a low-key way while he reads aloud, or answering his questions about what a word is. It doesn't have to mean thinking up assignments or making word lists or doing other things you don't have the stomach for. In fact, if this is acceptable to Jacob, you might think of other people who could be available to him, since I know you have so many responsibilities. A trusted adult friend, or an older child, or whoever you think would work, could sit with him while he reads, etc. Even if you did this as well, if Jacob wants more time at this than you can give, involving another person might work well. There's also the possibility that Jacob would actually prefer the chance to work with someone else. I don't know him, so I don't know if this is true of him, but sometimes it makes all the difference. See the letter about this in GWS #78 ("Using Other Teachers for Reading"). I bet you could sound Jacob out on whether he'd like this kind of help, from you or from someone else, or both. The message I'd want to give is essentially what Anita says her mother gave, which was, "You can learn to read, you just need to work on it more," to clear a space for that work, in other words, and that you are willing to help him do that. And then encourage him to join you in the process of figuring out what kind of help would be best.

Ruth wrote a couple of months later:

Jacob is reading to me nearly every day and is steadily progressing. He's much more amenable now to making an effort. I don't know whether it's just that he's growing up, whether it's just resignation on his part, whether it's actually getting easier for him, or what. He's reading the children's book *Cloudy with a Chance of Meatballs*, and it's *his* idea to read it over and over, something I never could get him to do before.

And Ruth wrote again in November 1994:

Jacob said to me last winter, "I really really really want to learn to read." This year he has been reading to me every day. I also started him writing every day. We read books that he is interested in (*Diary of An Early American Boy, Far Side of the Mountain*) and I tell him the words he doesn't know. I have introduced some phonetics because it seemed to me that it would help if he could sound out the words that escaped him. Last spring I noticed that he could basically read the four- and five-letter simple words and everything else required help. I also noticed that he was afraid to try to sound out the words he didn't know. I would just say, "Try it," and often he knew the word.

We did some work on vowel sounds and combinations like "ch, sh, th," and this fall he is consistently recognizing and sounding out longer words like "nevertheless, Portugal." At the same time he will skip over a word like "at" or misread "that." The process for me is excruciatingly slow but I do see steady progress and what is important is that Jacob's love of reading is being preserved. He actually comes to me now with a book at 11:00 at night and begs to read a chapter to me! And I continue to read out loud to him with April (8) and Sara (15).

I think that writing helps reading and while I'm not looking for Pulitzer prizes, I think that Jacob needs to be able to at least read script and communicate simply with print. He resists this but is doing it and his writing is actually interesting.

In other areas Jacob is fascinating to live with. He has spent the past three months working on a fort in the backyard built out of sticks, hay, and leaves. He has a roof, he dug a five-foot basement (five feet wide and deep), and he goes out there when he wants quiet contemplation – or as quiet as it can be in our tiny yard with five of our own kids and assorted friends. Our yard has become an interesting environment: April has been working on her own stick house, Sara built a treehouse out of rope, Jacob dug a raised bed garden – there is always some activity going on.

The Challenge of Recordkeeping

Katharine Houk wrote in New York State Home Education News:

A topic that frequently comes up at homeschooling support group meetings at the beginning of the homeschool year is record keeping. For those of us whose homeschooling approach is interest-initiated and far-ranging, it can be a challenge to write quarterly reports for submission to the school district, when learning is expected to be pigeonholed into subject areas.

When our family first started homeschooling, the New York State Home Instruction Regulation was not in effect. Homeschooling was permitted, but was handled differently by each school district, with guidelines from the State Education Department offering suggestions on how to handle homeschooling. Our district gave us a checklist to fill out periodically, and that was the extent of our reporting. But at that time, I kept daily logs of my children's activities, even though I didn't need them for reporting purposes. I was fascinated with their learning processes, and had great fun documenting all the wonderful things they did. Most of their learning was

Complimentary Copy

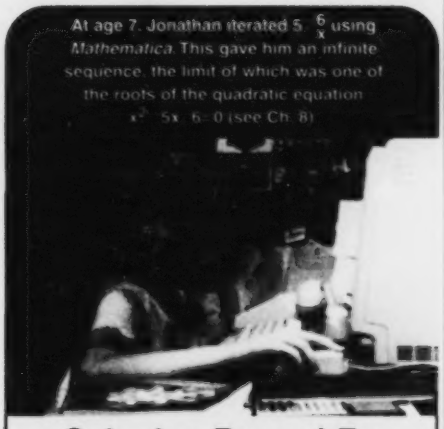
The ***Children's Literature*** newsletter brings:

Book reviews of the best in children's books,
Reviews of electronic books and multimedia,
Profiles of prominent authors & illustrators, and lots more.

Founded by a librarian. Request your ***complimentary issue*** or start your subscription — 12 issues for $18.00.
7513 Shadywood Road, Bethesda, MD 20817

Call 1-800-469-2070

(313) 882-9699
FRENCH
Kid Stuff
Toys • Videos • Books and more!
Donna Dugay
21114 Huntington Blvd.
Harper Woods, MI 48225


At age 7, Jonathan iterated 5 6/x using
Mathematica. This gave him an infinite
sequence, the limit of which was one of
the roots of the quadratic equation

Calculus By and For Young People

1 Book: $13.95 (reviewed in the Dec. '88 ***Scientific American,*** M-J '89 ***Home Education Mag.,*** Oct. '89 ***Math Teacher*** + ...)
2 Worksheets: $22.95
3 VT#1: Infinite Series (Ch. 1): $42.95
4 VT#2: Iteration to Inf. Seq's. (Ch. 8): $42.95
Don works with 6 and 7 yr. olds on videos.
5 "A Map to Calculus", a 15x18" poster: $7.95

Save! All 5 items ordered together: $114.95

M/C, V; **add $3 s&h in US**; others add 20%, USD on a US bank; IL add 7 1/4% tax

"We are certainly enjoying your calculus book and worksheets. We agree 'This book is **not** a one year course!' Thank you for the joy and light which permeate these books." – Karl C., RI, who with his wife, is homeschooling their 11, 9, and 7 year olds.

To Order:
Don Cohen, 809 Stratford Dr.,
Champaign, IL 61821-4140
Call toll free US & Can: 1-800-356-4559
Fax: 217-356-4593

through play; they played intensely, happily, and for hours and days at a time. My challenge was in translating their activities and our conversations and experiences into a form that would fit in the subject area boxes in my log book.

When the need for reporting came along, with the passage of the current regulation, it was easy for us to make that transition; we had already been keeping records. Besides the requirement that as homeschoolers you must keep an attendance record (!), there is no specific requirement for record keeping in the regulation. But I knew that having a written record of our activities would be helpful to me in writing reports. Besides, I was already in the habit of doing it, and enjoyed creating a record of my children's learning.

I used a loose leaf notebook for each child. In the front were pages that looked like a lesson plan book, with subject areas listed down the left side of the page, and the days of the week across the top of the page. I included Saturday and Sunday, because learning doesn't stop for weekends. In the notebook I also included a place to record field trips and keep photographs, pocket pages for papers, etc. It served us well, and the children enjoy looking back at them, laughing at the spelling in their early writings, and reminiscing about trips and other activities from years ago.

As the children grew older, I grew weary of sifting their learning into subject area categories. Their learning is all of a piece, and it became tedious to chop it up into artificial compartments on a daily basis. Therefore I changed the notebook to include lined paper, where each day I would write a few sentences about what was done that day. At the end of each month I would make a synopsis of the month by subject area. Then when it came time for a quarterly report I would have something to work from.

Now that the children are so much older (12 & 15), it is unnecessary for me alone to do all the record keeping. Also, my offspring are such independent learners and I am so busy that often I am not aware of their activities or of what books they are reading. I do jot things down from time to time that I am aware of and that I find especially noteworthy, but I ask each of them to keep their own notebook, and to write down the books they are reading and their activities, plus whatever else they care to put in their journals. This way I am not invading their privacy, and they have a record in their own writing of what they have done. At report time, they share with us the parts of their journals that they want in their reports. Privacy is an important issue, one that is sometimes not taken into account when school districts want to know everything that is happening with our children.

Some families I know use a spiral bound notebook for record keeping, and store papers in a separate portfolio. Also there are commercially distributed record-keeping systems you can purchase. Night Owl Press markets a book called *Plan-It* that was intended for teachers in schools, but could be used by homeschoolers. For information, contact Richard Glaubman, Night Owl Press, 819 Cass St., Port Townsend, WA 98368; 206-385-1528. A system created especially for homeschoolers is the *Home Schoolers Journal*, available from FERG N US Services, PO Box 578-C, Richlandtown, PA 18955-0578; 610-282-0401. For those of you who, with the proliferation of home computers, no longer use paper and pencil, there is a computer program especially for keeping track of your homeschooling. It is called *The Home School Organizer Made Easy* (HOME), and was created by a parent of five homeschoolers. The program is for IBM (and compatible) machines. For information contact Mary Roberson, Diligent Software, PO Box 750716, Memphis, TN 38175-0716.

Whatever method of record keeping you choose, the results will help you in writing reports and complying with assessment requirements, and will be a wonderful chronicle of your children's growth and development. ◆

17

BEST COPY AVAILABLE

Watching Children Learn

Learning About Money

Barbara Benson (IN) writes:

Several weeks ago my 5-year-old twin boys took money from my purse. When I discovered this I explained gently the concept of not stealing money from grown-ups. The next day they did the same thing from their big brother's piggy bank; they figured that was OK since he wasn't a grown-up.

At that point I figured we needed a real heart-to-heart, and I tried to understand what they really wanted the money for. Their reply was basically that they just wanted to have their own money and wanted to know how money worked. A good question for a child of any age.

I was tempted just to hand them an allowance but instead I took their question seriously and told them in simple terms that money was an exchange they earned in return for some life energy of service or goods made. I gave them several illustrations using toys, grocery stores, and babysitting services. They replied by saying they wanted to do money earning right away. They were so earnest that I again tried to assist in a real way.

We had grown sugar pumpkins and gourds in the garden and they had been prolific. It was about twelve days before Halloween. I suggested that the children wash and oil the gourds and harvest the pumpkins and I would call neighbors to see if they were interested in purchasing them. Well, the neighbors were enthusiastic and the boys, including my 8 year old, sold $24 worth of pumpkins and gourds, so each of us made about $6 apiece and they learned about dividing their funds equally among the four of us. I told them I was an equal partner since it was my garden and my marketing plan.

Well, now that they had money what would they do with it? They talked about candy and toys, naturally. Their shrewd older brother suggested pooling their resources to save up for a Lego toy. They negotiated long and hard as to which toy but finally all agreed: Lego Deep Freeze Defender. We looked around to find the best price and its cost, with sales tax, is $47.24. They agreed to a known and shared goal for a toy that they plan on building with and playing with together.

At this point Dad added his insights into the experience. He didn't want to teach a pattern of spending all or more than was earned, so a plan for saving was devised: half the money each boy earned was to be put into their individual savings accounts for long-term financial independence. The twins very reluctantly agreed to this savings proposal because it was all so abstract to them, although the 8 year old, who already has some experience with saving money, agreed readily. We decided to send the savings money to Grandma who has a long-term savings account for each of them and who generously matches each of their contributions to their account.

By the time they had contributed half of their earnings to savings they were not very far towards the $47.24 goal for the Lego Deep Freeze Defender. The twins were mournful: it was too long, too hard, they'd never get it. "Just give us the money, Mommy!" "Yeah, Mom, just you or Dad give us the money," they said. But I told them that that was not how money worked, except at Christmas and birthdays when people gave them gifts.

So instead of going the handout route, we came up with another money earning project. I told them to look around and see what we had that was beautiful and abundant and could still be sold to other people. We settled on leaves. They were at their height of color and we harvested a hundred large ones, glued them to construction paper, flattened them under books and then my 8 year old and I proceeded to apply three layers of varnish to each leaf and the twins helped glue the varnished leaves onto felt. *Voila* – a leaf coaster for the Thanksgiving table. We started selling them right after all the leaves had fallen off the trees and the neighbors loved them.

As the twins started earning more money selling leaves, my 8 year old and I created a thermometer graph to show them graphically how far they'd come to their goal, with 1/4, 1/2 and 3/4 markers indicated as well. The twins loved it because they could really see how they were doing. They are excited about filliing up the thermometer graph. After each sale, we update the graph. Who says 5 year olds can't grasp fractions? They were also tickled when I was able to change their dollars into a $5 bill and grasped quickly that Mr. Lincoln was more valuable than one Mr. Washington and that when it comes to money a 5 is better than a 1.

This is also a terrific training in calculating a sales price and making change for our customers. Our oldest understands the concept of a quantity discount. The 5 year olds can recognize the different types of coins. The 8 year old gets to practice counting money and making exact change. He also gets to practice the social graces of sales and is really appreciative of a customer.

As of this writing the boys are half way to their goal and are busy making more crafts to sell for Christmas, especially to kids who want to buy gifts for their parents. The current projects

are handpainted bookmarks with dried pressed flowers and some dried flower hanging decorations. The kids are appreciating that their creative efforts can be transformed into dollar bills, that they have fun making things, that they make other people happy, and that there is a Deep Freeze Defender in the near future.

We keep accurate records of our cost of goods. I again get reimbursement for those and for my share of ideas and help. The kids are learning that things cost money, but that they can make a profit from their own ideas and efforts.

It will be a proud day when those little hands accurately hand the sales person the money for the toy, secure in the knowledge that their savings investment has doubled in their grandmother's savings account. That's making money work.

Vowing Not to Interfere

Sue Smith-Heavenrich (NY) writes:

At the end of the year my husband Lou and I like to take time to reflect over our past year's homeschooling efforts. Usually we come up with a list of things we wish we'd done better, as well as new projects and interests to focus on for a while. Though we usually don't write up new year's resolutions, this year we will. A short list, though: one resolution.

We will not interfere with our children's learning.

In general we don't – interfere, that is. But there are times when things are going along smoothly, and I just feel that I should seize the "teachable moment." Doing so usually backfires; the children become bored and wander off to do their own thing, and I've disrupted their investigations or whatever they were doing. I've been getting better at not interrupting, at respecting their work and trusting them to determine how best to continue their education. For the most part this works wonderfully.

One of the most important lessons I've learned over the past few years is to read a book or tell a story without then elaborating on the message. In fact, it really bothers me to hear adults read a story and then say, "Well, the message of this story is... ." I'm convinced that if the story is a good one, the children will take from it the message they need, some in the first telling, some with repeated tellings. We have learned, likewise, that going to zoos, museums, and aquariums is best done without a worksheet or an agenda, as we always learn something new each trip.

Because Lou always works outside the home, and is less involved with the day-to-day learning that goes on, he has had less time to give up the "schooling" mode of interacting with the kids. This became clear recently when we all met at the ice rink. We'd been skating for an hour when Lou joined us for his lunch break. As my son Coulter was tightening his skates, he came up to me and touched my arm.

"Come with me; I want to show you something," he said. I figured it was one of the birds who nest in the rafters, or perhaps some insect frozen in the ice. Instead, he wanted to show me how he could skate backwards. "I taught myself," he said, as he stood straight and smiling, simply beaming with pride. Then he went off to skate.

I worked on my own backwards strokes (I'm just learning too), and a few moments later I happened to notice Coulter across the rink with his dad. But now his shoulders were slumped and he looked rather discouraged. Apparently Lou was trying to show him proper techniques for learning to skate backwards. The visual image made more of an impact than words ever could – the difference between respecting someone's efforts to teach himself and being the expert who teaches.

And so, our new year's resolution. It serves to remind us that learning is both an individual and a joint effort. Each of us takes on the responsibility to learn, and seeks knowledge. Likewise each of us needs to respect another person's work. Perhaps, just as important, sharing observations and making resolutions such as this helps keep the dialogue open in our family's "domestic policy."

Science Club

From a longer piece that Liz Brough wrote in the December 1994 issue of the Pennsylvania Homeschoolers newsletter:

Since I studied science in college (physics), I thought that offering a science club was one way I could be of help to the homeschooling community. ...

While I have strived to make the science club flexible to meet the needs of a variety of people, I have also desired to make it different from most other science curricula. Most science programs center around a textbook with minimal experimental activity. However, I strongly feel that science is best learned by *doing science.* In our science club meetings we do experiments and then discuss them, and then vary the experiments. ...

My 6-year-old daughter hypothesized that the water condensation on the outside of a cold cup of water was due to the water seeping out from inside the cup. This was tested experimentally by placing cold milk in a cup

Get your FREE catalog . . .
Call 1-800-458-2880 today!
TRANSTECH™
MAKING TECHNOLOGY TRANSPARENT AT SCHOOL/HOME/WORK/PLAY
CREATIVE LEARNING SYSTEMS, INC.
16510 Via Esprillo • San Diego • CA • 92127-1708
(Catalog Code GWS)
We accept MasterCard and Visa

and tasting the drops as they formed. They didn't taste like milk. My daughter didn't want to let go of her pet theory, because she had nothing within the realm of her experience to replace it with. So we put an empty cup in the freezer for a few minutes and took it out. She had the chance to see that it was dry at first and then developed drops on the outside.

Now, it would be very easy simply to *tell* her that water vapor in the air condenses when it is cooled down enough. But since my daughter had no concept of water as a gas, that wouldn't make any sense to her. So we put some water in a pan and boiled it away. I asked her where it went. Now is the time to introduce the concept of water vapor. The concept was not simply handed down from on high, but discovered through the process of science.

Children often have to accept new concepts in science because the teacher or the textbook tells them so: "Water vapor exists, kid, now accept it so we can get on with the rest of the book." I would rather show the children, through the process of science, why such a thing as water vapor has to exist to explain the experiments we've done.

12-Year-Old Veterinary Volunteer

Caitlin Fahey (NM) writes:

For the past year (I'm 12 now), I have been going to an animal hospital every Friday morning from 8:00 to 11:30. My dad plays racquetball with the vet who owns the hospital, and he asked him if I could come and observe some time. He said I could and I've been going ever since. At the hospital they board dogs and cats, do small animal medicine and surgery, and have a grooming service.

I clean cages, feed animals, watch and help with surgery, monitor animals under anesthesia, draw up saline solution from bags of IV water for moisturizing purposes, scrape tartar off teeth, take temperatures, prepare Betadine and alcohol sponges for surgical prep, clean up animals that have just gotten out of surgery and return them to their cages (if they're cats or small dogs; bigger dogs lie on blankets until they've recovered, then go back to the kennels), clip nails, brush tangles out of fur, help get the surgical instruments and drapes ready for the autoclave, and I get to look at x-rays or radiographs, usually with an explanation from someone.

Caitlin with one of the boarding cats at the animal hospital.

Outside of treatment, I wash dog dishes, fold the laundry (blankets, towels, and sheets), stamp and fill out vaccination reminders to be sent to clients, sometimes help in grooming, do things for both doctors such as make labels for bottles of antibiotics, put 13 cc's of water into a pink powder to make Amoxi drops, or get an opthalmoscope or a stethoscope for them.

What I love about working there is the variety. You never know what is going to come in that you haven't seen before. Usually, apart from the regular spays and castrations, there will be a ligament repair or an amputation or some kind of bone surgery or tumor removal. Animals come in with all sorts of complaints: seeds or thorns in eyes, ears, and paws, tails that need to be amputated because they have been closed in doors, respiratory infections, bad breath and dirty teeth, hematomas (ruptured blood vessels), purebred puppies that need their tails docked or puppies that are polydactyl (having more than the normal number of toes) and need to get their extra toes cut off (or else they can't be shown when they're older). Most animals, though, come in for routine vaccinations or grooming or boarding.

I learn about a lot of this stuff from the doctors, who lend me textbooks that they used in school and also give me magazines. I have gotten experience and knowledge, and even my cat, from the animal hospital. I love working with animals and I just might become a vet some day.

Cambridge Academy

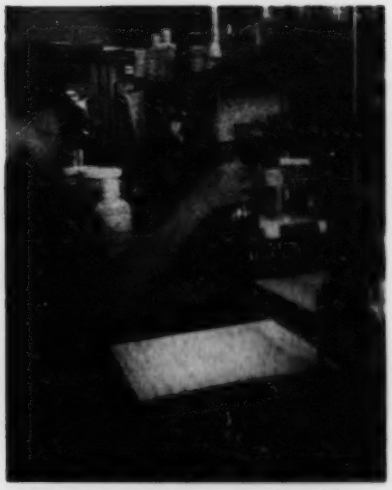
Your bridge to success

- grades 6-12
- accredited diploma
- affordable tuition

1111 S.W. 17 STREET, OCALA, FL 34474

Cambridge Academy builds the bridge between creative home education and the demands of today's structured world. Our philosophy is to foster a life-long love of learning while providing our students with the tools they need for success. Enrollment in a complete program or in individual courses for credit includes superior books, study guides, record-keeping, testing, grading and toll-free tutoring. Individual courses, complete with tests and teacher's resources, may be purchased for self-teaching.

Discover the *Cambridge* approach to homeschooling!
Call 1-800-252-3777 for your free video!



Morgan testing water samples.

Helping to Monitor Water Quality

Susan Yeager of Massachusetts writes:

Between August and mid-October of this year my 10-year-old daughter Morgan and I were one of nine volunteer teams doing water quality monitoring for the Nashua River Watershed Association. Every other Monday, we went to three sites along the Squannacook River and collected water samples in various containers. We then rushed our samples to the watershed treatment plant in the next town where the samples were tested. The man who runs the treatment plant was kind and patient enough to teach Morgan to run the tests herself. She learned to do the titration and calculations for dissolved oxygen, run the pH machine, and set up the incubation dishes for the fecal coliform tests. Morgan also came to meetings with me where we discussed and compared our results with each other. This was a terrific opportunity for Morgan to see how scientific data are gathered, analyzed and put into documentation form.

In addition to collecting water samples, we also borrowed a canoe to do a streamside survey. This was truly a delightful experience. We saw a swan, several great blue herons, quite a few turtles, and some interesting aquatic plants, such as the carnivorous bladderwort. Earlier, in the spring, Morgan and I went by canoe with some men from the Squannacook River Angler's Association to help stock trout in the river (from the Massachusetts Fish and Game Department). This river was a dead river in the 1960s. The rivers here were so polluted that nothing lived in them but sludgeworms, and the Nashua River (which the Squannacook runs into) had a terrible stench and ran whatever color they happened to be dyeing the paper that day in Fitchburg. You may have read Lynne Cherry's children's book, *A River Ran Wild*, about the Nashua River [avail. from John Holt's Book and Music Store]. There was also an article in the November 1993 *National Geographic*, special issue on water, about the Nashua River and the woman who set out to save it – and the miracle she pulled off!

Morgan and I will continue with this water quality project next summer (as long as there is funding for it). We hope to expand the project into studying aquatic invertebrates. The lab also now has a fecal test that can differentiate human waste from animal waste, a very important factor in determining pollution sources. We have yet to go check it out, but have heard that it glows in the dark!

Back to the wastewater treatment plant. In addition to testing our water samples there, we also got a nice tour of the place and got a rough idea of how it all works. I never thought sewage could be so interesting or so complicated. You wouldn't believe all the equipment and meters keeping track of all sorts of details and data at this place! The sewage is aerated while being eaten by microorganisms. Then the sludge is removed, mixed with wood chips, and composted. Morgan and I were amazed when we observed the machine that separates the solid matter from the slurry – it didn't even smell! We brought home some wastewater sludge and kept it aerated for several days (some members of the family were totally disgusted). We let it settle periodically and took samples out to look at under the microscope. We saw paramecia, some creatures like euglena but with two flagella, rotifers, sludge worms, and something else we couldn't identify.

Museum Class for Homeschoolers

Lindsey Halpern-Givens of Illinois writes:

Approximately three years ago a friend of homeschooling approached the Elgin Public Museum, in Elgin, Illinois, about offering a class for homeschoolers. Under the guidance of Mary Hill, education director for the museum, the homeschoolers' classes now meet in six-week sessions (there are four sessions each "school year"). The classes run for two hours and have focused on such topics as Native Americans, Rocks and Minerals, Weather. The classes are definitely hands-on, and have allowed the

(continued on page 32)

Is there a place children can grow up naturally?

Kingdom of Childhood tells of such a place, Sudbury Valley School, in the words of thirty-one students who experienced it over the past twenty-six years.

Sudbury Valley's Press provides a rich literature documenting the development of children free to lead their lives, to learn, and to grow in a natural village-like setting. Among the titles are *Free at Last, Worlds in Creation, A New Look at Schools* and *The Sudbury Valley School Experience*.

For a complete list of offerings, write: Sudbury Valley School Press, 2 Winch Street, Framingham, MA 01701; or FAX: (508) 788-0674. Mention that you saw this notice for a 10% discount on your first order!

Or, to order ***Kingdom of Childhood***, send $15 to the above address. We will waive the $2 postage and handling cost.

Focus

Friendships Between Homeschoolers and School Students

These interviews are with pairs of friends, one a homeschooler and one who goes to school, on the subject of being friends under these circumstances. Interviews are conducted by Susannah Sheffer.

Dealing With Popularity Pressures

Interview with Lucas Hollister and Jesse Brown:

How long have you two known each other?

Lucas: Four years, isn't it, Jesse?

Jesse: Yeah. My dad has known Lucas's parents forever, and he brought me over here one weekend and then we became friends.

Are you both the same age?

Lucas: We're about two years apart. I'm 11 –

Jesse: And I'm 12, almost 13.

What kinds of things do you have in common?

Jesse: We both like drawing, and video games –

Lucas: – and basketball.

Jesse: We're both for peace and kindness and stuff like that. We have the same political views, just about. We like to have discussions about political things.

Are there any differences between you?

Jesse: The thing I can think of would have to be musical tastes, but that's about the only thing.

Lucas: But not much, though.

Do you think people can be friends if their views or tastes are different?

Jesse: I think they can still be friends. It helps to have the same views, though.

Lucas: It depends what you disagree on. It would be harder to disagree on religion and political views. It's possible to be friends then, but it's harder.

We've talked about views and tastes – what about the fact that in terms of schooling, you two have very different experiences? Do you notice that difference?

Lucas: Very much.

Jesse: Particularly in terms of our clothing, I notice it a lot, and again in terms of musical tastes. This stuff actually has to do with school, because going to school has, I guess, influenced my tastes in these areas, because I've been exposed to the other kids and to the pressure to be like them.

Lucas: In school, you're exposed to a lot of "how people are supposed to be." In homeschooling you're not exposed to that as much. Another example is that in school, I guess, you're not allowed to be as close to girls, unless you're going out with them.

Jesse: Yeah, sexism is a big thing in school.

How can you tell that you're not supposed to be close to girls, Lucas? Is that something Jesse has told you?

Lucas: Actually, I get that from another friend of ours, Kelly. She's very popular, and she talks about school all the time. She has a good time in school, so it feels different to her.

Jesse: It matters how popular you are in school. That affects how you feel about school and how you feel about people who don't go to school. People call me a brain, and

I have long hair, too, and the combination is hard. I get oppressed a lot.

Are there any parts of each other's experiences that you envy?

Lucas: When I hear about school, sometimes I wish I had more of a life like that, but actually I like my life. I'm pretty happy that I don't go to school, because it leaves me a lot more open to a lot more things. I don't have to get into all that popularity stuff.

Jesse: I often have envied Lucas. I've often wished that I was homeschooled so that I wouldn't have to be made fun of. I could just be myself a lot more easily. But it's a minor thing between us. I can see how it could get in the way of a friendship if that envy was a major thing, but for us it's a minor thing.

Lucas, is there anything about your life, or about homeschooling, that you think Jesse doesn't always understand?

Lucas: Yes – I have less of a fear of society than people who have been in school do, I think. In school, you have to watch what you say, because if you say something it's like a chain – it will travel fast and everyone will know it. I'm more open, I don't have as much fear. And often people don't understand me because of that. But in terms of what my daily life is like, I think Jesse understands that. I don't think it's that hard to understand.

What about you, Jesse? Is there anything about your experience at school that you feel Lucas doesn't always understand?

Jesse: Maybe Lucas doesn't understand quite as much about the oppression that there is, and how difficult it is to have friendships with the people there. But in general, I don't talk about school much with Luke at all, because I don't generally feel like talking about school things.

Lucas: Our other friend Kelly is always talking about stuff like that. To me, it gets boring. I'm also on a soccer team, and I get a lot of information about what school is like. I see that people have different feelings about it, but I know that I wouldn't be accepted there or fit in there. For one thing, I have long hair too, and I know how hard that is for Jesse.

Jesse: I often tell him about that, and he can sort of relate to me.

What's good about being friends with someone who has a different kind of experience? What's good about school kids and homeschoolers being friends?

Lucas: For the homeschooler, you actually get a little bit in touch with what's cool, what's accepted, and that can sort of be helpful when you get out into society.

Jesse: For me, having a homeschooled friend is sort of like a sanctuary. I can just come here and be myself.

When One Friend Leaves School

Interview with April Johnson and Christina Dubberley:

How old are you both?

Christina: I'm 17.

April: I'm 17 also. I've been out of school since 8th grade. Since then I've been homeschooling and also taking classes at the junior college.

How long have you two been friends?

April: Since third grade. We went to school together –

Christina: And we used to be in the same Girl Scout troop, so we did a lot of Girl Scout things together.

How did you feel when April left school, Christina? How did that decision strike you?

Christina: It was kind of weird. When I first found out, I think I might have felt more sorry for her than I did later on, because at first I didn't know if she would be able to get out and have friends. Maybe I didn't completely understand why she was doing it, but I thought it was a pretty good idea and I thought she could pull it off. Also, we had different friends in junior high; we didn't see each other as much as we had in elementary school. I think we became better friends after April left school.

That's interesting, considering that some people are afraid they'll lose their friends if they leave school.

April: I did worry about that at first. It seemed like all my friends thought that I was weird and was doing something strange. I thought that I would never see them again. But you figure out who your real friends are. Also, part of the reason I was homeschooling was because my parents didn't like who my friends were at that time. I was really angry at them for a while. Then I started making new friends, by meeting other homeschoolers and meeting people at the junior college.

Do you and Christina talk about the different kinds of experiences you're having?

April: We talk about how Chris has all this homework to do, and how she doesn't feel like going to school, which makes me think I'm glad I didn't go to the high school. I think if I didn't have friends who went to the local high school, I would have wanted to go, because the only reason I wanted to go there, really, was for the friends, and now I see that I can still have the friends without having to go.

How do you feel about school, Christina?

Christina: Actually, I despise school! For a while I seriously considered homeschooling, but I decided that it

wouldn't work for me personally, because I'm not a very motivated person. I think I'd be too lazy, I'd stay around the house all the time and probably not have any friends. Plus, my parents work full-time and are gone a lot, so I couldn't have depended on them to take me places when I was younger.

In my opinion, schools aren't structured the right way, and they probably never will be because they'll never get the funding.

How would you like to see them be structured?

Christina: I'd like to see them have a certain minimum amount of classes and then more vocational training. I'd like to be able to take other kinds of courses. For instance, I'm going to study fashion design, and there's now one sewing class at my high school and that's it, that's all I can take.

If you don't like school, and you know that April doesn't have to go, does that ever cause any tension in your friendship?

Christina: I wouldn't say there's tension, because if everybody were doing the same thing then life would be pretty boring. To a certain extent I am jealous of April for not having to go, but school is just something I have to deal with right now.

Do you feel you understand what each other's lives are like?

April: I tell my friends everything, so it's not like they just get a small picture of what I'm doing. I think all of them pretty much understand. Maybe some think I stay home a lot more than I do. But they all know that I have friends who homeschool too, so they don't ask about socialization.

It's easier for me to understand Christina's experience, though, because I did go to school.

Christina: Yeah, we talk so much, and it's not like April never went to school, so I think she understands.

Is there anything hard about a friendship between a homeschooler and someone who goes to school?

Christina: We don't necessarily see each other regularly. I see my other friends every day, and I don't see April as often.

April: Yeah, I think that's the biggest thing. But I don't feel jealous of Christina's other friends, because she invites me to parties and things like that, and I know a lot of her friends.

Christina: And a couple of my friends have siblings who homeschool, and April knows them.

You know how some people say that, in high school, it's hard to be different, everyone wants to fit in, and all that? I wonder if people ever have that reaction, Christina, when they hear you're friends with someone who is doing something different.

Christina: There are some people who are like that at the high school, who don't like anybody who's different. There definitely are cliques, where you have to dress the same, or act the same. But none of my friends are like that – all of my friends are individualists. If somebody said what you described, though, I would say, "If I were talking to somebody who was exactly the same as me, I might as well be talking to myself, and that would get pretty boring after a while."

What about for you, April? What if some homeschoolers asked why you are friends with someone who goes to school?

April: Some homeschoolers I know do seem to think that kids who go to school are evil, that they're totally out of control. I tell them that there are homeschooling kids who act immature, too. Kids are kids. If they asked me why I was friends with someone who goes to school, I'd say I don't think the school thing is an issue. We're friends because we're friends.

Learning from Each Other

Interview with Julie-Ann Trudel and Sarah Waterman:

How did you become friends?

Sarah: About two and half a years ago, we both happened to sign up for a workshop the library was doing on creative writing.

Julie-Ann: I ended up sitting next to Sarah one day and we got to talking, and we've been friends ever since.

What do you like to do together? What do you have in common?

24

Julie-Ann: We like to write, talk, play outside, when it's nice outside.

Sarah: We look at writing the same way, as being a really fun activity. We both like sports and stuff too. And we both like being as simple as we can be. We don't seem, when we're together, to want to do a lot of things at once. We like to do one thing at a time.

Do you ever disagree about things?

Julie-Ann: I'm sure there are things, but when we disagree, we seem to discard that subject and stick with things that are friendly between us.

Sarah: We kind of just don't talk about it, just keep doing whatever we were doing.

Does the fact that your schooling experiences are different ever come up for you?

Julie-Ann: I find Sarah talks a lot about things that happen at school, because that's where a lot of her life is. She talks about good things and she talks about bad things. But mainly it seems like she's in another world than I am, in that part of the day.

Sarah: When I talk about my friends at school, I sometimes forget that Julie-Ann doesn't go to school. Sometimes I notice that she really doesn't know what I'm talking about. If I talk about something at school and she hasn't had experience with it, it's sometimes hard – like if I talk about the bustle of the lunchroom cafeteria. Most of the time when I talk about school it's about fun stuff that I'm excited about, but there's also problems, and then Julie-Ann's the only person I can complain to because she doesn't go to my school.

Julie-Ann: Sometimes I notice the differences when Sarah describes how kids act at school. When one cool person acts some way, everyone else has to act that way, whether they think it's right or not. Sarah doesn't seem to do that, but other kids seem to follow one or two leaders, doing things because they're cool.

Sarah: I got caught last year, because a girl pretended that she liked me, and then she turned on me. That really hurt. Now she makes fun of every move I make. I can't do *anything* without her making fun. Julie-Ann's lucky not to have to deal with that kind of thing.

Julie-Ann: Acutally, I did have experience with one of those kinds of people. If you want to be her friend, it's like she has to be the queen bee and you're just a speck of dust.

Sarah: You need someone to accept you, especially at those times. A girl at my school, who had been friends with the same girl who is mean to me, was also dumped by her, like I was, so she took me under her wing to protect me, and that helps.

Julie-Ann: One difference is that I didn't have to deal with the girl I knew every day, all through my life. Sarah has to deal with this girl every day, each year.

Sarah: Another thing is you probably don't understand the pressure of school, Julie-Ann. I have a pressuring teacher, and sometimes I'll just blow up in people's faces for no reason just because of that pressure.

Julie-Ann: I can try to understand that, and I know it must be frustrating, but I've never experienced it.

What about you, Julie-Ann? Is there anything you think Sarah may not fully understand about homeschooling?

Julie-Ann: Maybe she doesn't understand the kind of relationship that you can have with your siblings, because I spend all day with them, so we know each other a lot better probably than Sarah knows her sister. I don't know how you feel about that, Sarah –

Sarah: I *would* try to get to know my sister, but it would be a challenge –

Julie-Ann: It was a challenge for me, too, and we have our arguments and disagreements, but I'm very, very good friends with my siblings, and they're right there if I ever need to talk to anybody.

Sarah: My sister is really little, though. She's just starting kindergarten, so right now that's what she cares about.

Julie-Ann: It probably also helps that my siblings are closer to my age. Another thing is, I find that we're never bored. We know how to find things to do, whether it's work or play. There's always wood to be brought into the house, if we're bored!.

Sarah: Yeah, in school, there's not always something for us to do, so most of us say we're bored at least once a day. Our teacher doesn't always supply us with something to do. So we have to sit there.

When Sarah talks about school, are you curious about it, Julie-Ann?

Julie-Ann: I used to think I was missing out on a lot, but my mom kept telling me, there's lots of people at school but that doesn't necessarily mean you're going to like them, and you can't talk during school anyway –

Sarah: Well, not necessarily. We do get to talk quite a bit. During math class, if it's just review, everyone can talk.

Julie-Ann: So you taught me something new, Sarah! I didn't know that.

BEST COPY AVAILABLE

Sarah: If you read Laura Ingalls Wilder, it seems like that, but it isn't.

Julie-Ann: Are you *allowed* to talk?

Sarah: Yes. The teacher will tell us if we can talk, or whisper, or sometimes she says not to talk at all, like during silent reading. She'll tell us when it's appropriate to talk.

Julie-Ann: Another thing I just thought of, that I find different about the way we live, is I can choose anything I want to learn –

Sarah: Yeah, I can't do that. I have to learn what is on my grade level.

Julie-Ann: But I could be doing tenth grade reading but third grade science.

Sarah: Yeah, you can go at your own pace. We're kind of allowed to do that in school, like if you need a lot of help with a subject or are way behind, you get lots of extra help. But I have to do what the teacher wants me to do. I'm not self-paced. It's kind of hard in that way, like being in a board game and you have to do what each square tells you to do.

Are there things you're curious about, about homeschooling, Sarah?

Sarah: I've known a couple of homeschooled kids, so I knew that they can go at their own pace. But I wonder, is it a neat experience to stay at your own home and do your education there?

Julie-Ann: It is, and it's nice because we know a lot of homeschooling families. Sometimes we'll see them every day.

Sarah: So it is like going to school, almost.

Julie-Ann: No, because we meet at different places – in the library, at swimming lessons, or we just meet on the street.

Sarah: Are you ever going to go to school, Julie-Ann?

Julie-Ann: Well, my parents always said when I got to sixth grade I could choose. Now that I'm there, I think for now I'd rather not go to school.

Sarah: I know someone who's homeschooled but after this year she's going to seventh grade. I'm too used to public school. I'd never switch from it.

What are the good things about being friends when one is a homeschooler and one goes to school?

Sarah: For me, it's neat because we can share what we've learned. We learn something new and they learn something new. I think Julie-Ann spends a lot of time with nature. I try to but I don't have that much time. She sometimes tells me neat things about nature that she's learned, and they're fun to know.

Julie-Ann: I don't think this is true about my friendship with Sarah, but with some kids, I sometimes think that if I'm friends with someone who doesn't have as great a life as they would like it to be, maybe I could try to make their lives a little bit better. The other thing is that it's just nice to know that you can be friends with someone who is different from you. If homeschoolers can't be friends with people who go to school, then you can forget world peace! I made friends with Sarah because I found her to be an interesting person who shared my joy in writing, who likes horses like I do. I try to make as many friends as I can.

It's just nice to know that you can be friends with someone who is different from you. If homeschoolers can't be friends with people who go to school, then you can forget world peace!

Sarah: I'm very careful about who I'm friends with because of what happened to me last year. I thought Julie-Ann was neat when I met her at creative writing. It was really nice to have someone who didn't go to my school. In my case, I don't want to have as many friends as I can – quality, not quantity, is what I go by.

Julie-Ann: Well, it's not really that I make as many friends as I can, it's that I make as many friends with the people who share my interests as I can.

Sarah: Yeah, you don't seem like you just pick anybody.

Julie-Ann: No, not just anybody. You're one of my only friends who goes to school.

Sarah: It's hard for us to get together because we're busy, but we do write letters, which is fun, and I think it's worth it for us to be friends. ◆

Homeschooling Foster and Adopted Children

Readers sometimes ask us about the legal procedures for homeschooling foster children or children who are adopted when they are school age. Toni Barry (IL) writes:

In the two years that we have been homeschooling, we have seen our daughter Snow (7) blossom and our son Jensen (5) mature into a happy, secure, curious child. We have also seen great strides in the kids that we are in the process of adopting, especially since they had been in formal education services, such as Birth to 3 Programs, Preschool, and Head Start, and had lost a lot of their ability to pretend, learn, and think for themselves.

It was a little tough to get permission to homeschool Renee, our 6 year old, because until the adoption is final she is technically a foster child. When I told my social worker that I was already homeschooling my kids and wanted to homeschool Renee too, she wasn't thrilled about it. She was concerned about the legality of it, but I explained that in Illinois home schools are considered private schools. Then she didn't like the fact that we weren't using a set curriculum. I compromised by buying the book by E.D. Hirsch, *What Every First Grader Should Know*, and the rest of the books in the series. I used this to write up a curriculum for Renee, which I sent to the Chicago Department of Children and Family Services. DCFS has guardian rights to Renee until the adoption is legal, so they are the ones who have the say about her education. I made the curriculum very wordy and detailed, and used a lot of education jargon, and they accepted it. That was all I had to do.

I felt that homeschooling would be better for Renee because although she had been in Head Start and then in kindergarten while living in her foster home, when she transferred here, they didn't accept her into kindergarten because she didn't have the basic skills. They put her into special ed, which wasn't a very good situation for her. Also, Renee had not had a lot of adult attention in her life. Her mother, whom she lived with for three years, was homeless, so they had a very difficult time, and the foster home, where she lived for two years, was later found to be negligent. So now she seems to be doing very well, and her personality is blossoming with the adult attention she's getting now.

I found it so frightening to be responsible for his learning that I almost did put him into special education classes this year. Then I realized that that was why we were adopting him – to be responsible for him.

If a family is homeschooling a foster child whom they *don't* plan to adopt, it could be more difficult to homeschool, but I think if they used a traditional, graded program, or something that required keeping a lot of documentation, so that there would be records that could be passed on to the child's next placement, it could work.

I had some fears about homeschooling David, another of our adopted children. He has neurofibromitosis type 1, a genetic disease that has given him multiple benign tumors on his body and brain. All the experts have told me to get him into school now or he may never learn to read. I found it so frightening to be responsible for his learning that I almost did put him into special education classes this year. Then I realized that that was why we were adopting him – to be responsible for him. I may send him to school at some later point if I think it is best for his needs, but the pressure is off, especially since I see how well he has been doing with us. He is moderately retarded, and when he came to us, at age 4, he had just been potty trained. He couldn't climb stairs, and the physical therapist said he would probably never ride a tricycle. Now he runs, climbs stairs, rides a tricycle, recognizes colors, is learning to count. He does have some physical and occupational therapy through the school, which has worked well, but I no longer worry that he should be in school for other skills. In his case, the social worker didn't even ask about his homeschooling plan. His handicaps were considered so severe, as compared to Renee's, that they didn't seem to care that he wasn't in school.

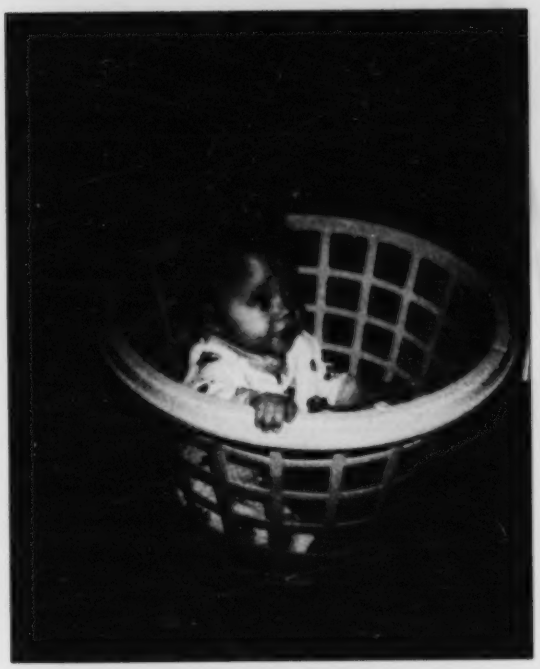
When our first daughter, Snow, was born seven years ago, we thought the idea of homeschooling was bizarre. I said that I would be an involved parent in my child's school. I would volunteer, be on the PTA, be a room mother. I continued to say that right up until Snow started kindergarten. When my husband and I met with Snow's teacher, we were enthusiastic about being involved. We said we would bring treats whenever she asked, would chaperone field trips, read aloud to students, and on and on. The teacher was scared stiff. She wanted nothing to do with us, and the more we offered, the more she ignored our offers. When I tried to join the PTA, I found that it was a fund-raising organization to keep the parents busy doing *for* the school so that they would stay out of the school. The VIP (a parent-volunteer organization) would only let you volunteer in a classroom other than your child's. We were deeply disillusioned, and school hadn't even started yet.

Two weeks into the school year, I stopped by after class to ask the teacher how Snow was doing. She said, "Now, which one is she?" A few months into the school year, I stopped by to tell the teacher that we were adopting, and that the child might have some handicaps. At the time we

were hoping to be picked as the family for a brain-injured baby we had heard of. A few weeks later, during a discussion at lunch, Snow mentioned that she had learned at school that if you were "really bad, or really sick, or really old, we don't have to care about your life." It turned out that they had been discussing a criminal execution that had been in the news. Snow was confused because the baby we wanted to adopt was sick, so why didn't we kill it to keep it from hurting. I went to the teacher to ask what this was all about, and she said that they had some college students in to do a special unit on social studies but that she had no idea what they covered.

That night my husband and I decided to homeschool. Looking back, I can't believe how much we put up with: notes from the teacher complaining that Snow doodled on her papers (she drew on the backs until the teacher had time to check her work). Complaints that she was "acting out" in class (she had secretly shared her snack with a child who had forgotten hers. Snow told me, "I forgot not to share at school.").

I was told about a family in town who were "radical homeschoolers." I thought that anything radically different from that year at school would be great. I called and they invited us to a homeschool support group meeting. I started to hear about unschooling (before then I thought all homeschoolers bought and followed curriculum). Finally my husband and I heard some things that made sense. As I said earlier, we have seen the children blossom since then, and now we are entering into the exciting world of freedom for all seven of our children. ◆



The youngest of the Barry clan, Grace, at 16 months. Toni writes that Grace weighed only one pound, seven ounces at birth. Now she is doing well despite many medical problems.

FREE *CBSI 486 Computer*

Earn $4,000 Per Month Performing Needed Services For Your Community From Your Home With A Computer!

Begin part-time and still retain the security of your present position. You do not need to own or know how to run a computer. If you purchase our software and training material, we will give you a computer. If you already own a computer, we will give you a discount. We have been in business 11 years and have developed 20 services you can perform for your community. You will be assigned a program advisor who will help you start the programs that will fit your background.

Start now and build a lifetime business from your home that will benefit you, your family and your community.

To receive free cassettes and color literature, call toll-free:

1-800-343-8014, ext. 58

Or Write:

Computer Business Services, Inc.CBSI Plaza, Ste. 58, Sheridan, IN 46069

BEST COPY AVAILABLE

Their School-Choice Question

For homeschoolers, "school choice" often means not which school to go to, but whether to go to school at all. Here are some readers' experiences with that decision.

How to Be Safe in School

Juanita Haddad (BC) writes:

In late 1977, we began to anticipate our first baby, due to be born the next summer. At this same time, John Holt's newsletter, GWS, was born. I discovered then that we were not the only people with the conviction that nurturing our young, and growing with them, is the natural, good work and the privilege of parents, not of institutions and systems. I heard John's gentle voice on PBS radio telling of the birth of GWS as we rejoiced at our baby Nicole's birth. Then in 1980 came baby Tacy and our move from east coast U.S.A. to west coast Canada. GWS kept arriving at our home, and I then took it out and about, spreading it far and wide in our new community. We moved forward through precious years of the most joyous and profound experience as we grew with one another.

Now in 1994 we delight in glancing back over our shoulder to see the intricate and beautiful pattern our spontaneity has created. On the very week that Nicole decided to study schooling by attending the local public high school, we received GWS #100. I am moved by these parallel and entwined stories. I miss John and appreciate all of you at GWS for the good work you do.

Nicole's comment on her second day of schooling was, "I am so glad I never had to be there any sooner. A year ago would have been too soon. This is not a safe place for children. The only way to be safe in school is to really know who you are and what you want."

This is an eager time for our family as our horizons broaden and our dance enlarges. We'll see!

Tries it, Says No

Kalista Mountjoy of Missouri writes:

It was the first day of my life at school. As I walked through the doors I felt a cold chill; it felt as if I had just walked into a jail cell. They told me that once I went through the doors, I couldn't go back out until the bell rang at the end of the day. I took a deep breath and thought, "What have I gotten myself into?"

I said goodbye to my sister, who is 16, and went to my first class. I have two older sisters, Tabitha and Amory, and we have been unschooled all of our lives. The reason I wanted to go to school is that I wanted to grow up saying, "I know school isn't for me," instead of saying, "It might have been the most fun years of my life." Now I know it isn't.

I just turned 14 this summer, so I went to school as a high school freshman. My first class was Math. Then I went to Physical Science, then lunch, then Speech and Drama, which was my favorite class. I really liked the teacher. Then I went to Keyboard, and my teacher talked for what felt like a half hour about her lazyboy chair and how she tries to beat her husband and 2-year-old daughter to it to watch TV. We didn't learn much typing that day.

When I went home that day, my mother asked me what I had learned. All I learned in school is that you get yelled at a lot. The other kids and I were told how if we were late by one second, we'd be sent to the principal. My PE teacher said, "You don't even want to know what's going to happen to you; I've got plenty of stairs here!" Children should not be treated like that; we should receive the same courtesy and respect as adults.

The next day I had Language Arts, American History, PE, and Choir. I liked choir; my teacher is also nice. I am taking private piano lessons from her.

That second day wasn't any better. I still felt the same. I went home and my mother asked me again, "What did you learn?" The only thing I could think of was, "I learned school is a waste of time." All I did was sit all day and get told the rules and what would happen to me if I broke them. That night I reconsidered going to school. I didn't like the way I was treated and how I had no freedom. But since there were only two days before Labor Day weekend, I promised myself I would finish the week. The third day I felt even more sure I didn't agree with or believe in the way the school system is.

As I went to my first class on my last day of school, I thought about school a lot. I thought about the good and bad things. I came up with a lot more bad things than good. The only good thing I could think of was you get to see your friends every day. And it was nice seeing them every day. I got to meet a lot of neat people. But even though I liked that, I couldn't stay somewhere that I think is wrong. I stopped going to school, but right now I am still taking Speech and Drama, which I really enjoy.

I am really thankful that I live in a state where you can take only one or two classes. I am not saying school is bad for everyone; for some people it is exactly what they want. But for me there is an alternative: unschooling.

Deciding Each Year

Nancy Chowning (OK) writes:

Every year our family seems to face new challenges as we enter the national "back to school" time frame. Four years ago my son, David, was 5 and eligible for kindergarten. We were aware that David was very uncomfortable in large group situations, such as StoryTime at the library and Mother's Day Out at a Montessori type setting. On the other hand, he did well relating to small groups of relatives or friends. So we surmised (after reading some things by John Holt and Raymond Moore) that homeschooling would be good for David. (I was a little reluctant to give up the idea of getting

some free time to myself, but felt that I would just have to learn to make my time happen.) Also, David himself didn't want to go to school.

We felt comfortable with our decision until every friend and relative brought up schooling: "Well, David, are you ready for kindergarten?", "David seems so eager to learn. I bet he will really enjoy kindergarten," etc. I started worrying about just what we were *supposed* to be doing education-wise. But my heart kept saying: "Just follow his lead." So I tried to quit listening to my worrying head and listen more to my loving heart. I think we did fine. Especially with the help of *Growing Without Schooling*'s support.

The next year wasn't too bad. But this time David's neighborhood peers, half-brother, and cousins started trying to convince him that he wouldn't learn anything if he didn't go to school. Again I started questioning myself. David didn't want to go to school, but I could tell that his self-esteem was going down a little. So I started worrying again about whether we were on track and meeting his needs. I bought the *Learning at Home* first grade guidelines and a first grade SuperWorkbook. The *Learning at Home* guidelines didn't get used a lot, but I did enjoy reading them for my own self-esteem because I felt that we were just naturally following a lot of their ideas in our day-to-day living. I also tried to work with David on phonics which he resisted totally, but somehow he learned to read anyway. (Maybe because he is surrounded by books and read to constantly.)

Anyway, all in all, we had a good year and David thrived. And we continued getting support from GWS.

The following August, about two weeks before school was supposed to start, David informed me that he wanted to "try" public school. I knew all the neighborhood friends and his half-brother had really been working on him, but I wasn't really prepared for this. At first I was scared that if I plugged him into the system to let him try it, I might have trouble gettiing him back out. (I didn't know much about the Oklahoma laws or the system at that time.) But I worked up my nerve and called the principal for the school attended by our neighborhood. She alleviated my fears quickly. Luckily she was familiar with homeschoolers because her daughter was homeschooling her grandchildren. She assured me that David could attend school for a short time and then still withdraw and homeschool with no hassle if he chose to. The only drawback was that he would need to take the California Achievement Test one-on-one with the counselor over a several day period and they would have to pull him out of class to do that since they didn't have time to do it before school started. I did manage to talk with the counselor and asked her to allow him one week of normal school routine before starting so he could get a taste of school first. He attended two days, then decided he preferred homeschooling and has been satisfied (for the most part) with that decision ever since. I think the fact that his friend who lived across the street from us started homeschooling that year helped, too.

The next August brought a whole new situation. David was pretty settled in his unschooling style of learning although I still worried some. But my daughter, Mary, now kindergarten age, had a totally different way of relating to the world. She seemed to be a "people" person, always wanting to be with others, and liked directed learning to a greater degree than David. So I felt that she would benefit from activities with other homeschoolers (for which David had never cared). However, my father, who was dying of lung cancer, was living with us that year and required a lot of monitoring. I felt that it would be very difficult to meet Mary's needs. So after much discussion of pros and cons, my husband and I decided to enroll her in public school for this one year. I reasoned that it was only half a day and usually kindergarten was more hands-on type learning than the higher grades. Mary herself was about 50/50 regarding public school versus homeschooling until we encouraged her in exploring public school. Then she became very excited about it and seemed to love it, for the most part. Since my husband returned home from work just in time for me to take her to school, I was able to interact with her teacher and class to some extent on a daily basis, which helped both her and me. It was a good year for Mary. My dad died in December, but since Mary seemed to be enjoying her teacher and class, she finished the year in school. David seemed to handle being on his own a lot. Only occasionally did he seem to worry that he wasn't learning enough of the "right stuff."

That brings me to the current year. This year the focus was again on Mary. Would she homeschool this year or go on to first grade in public school? All summer she seemed to assume that she would go back to "her" school. So we felt that we would go along with that and see how she felt after school started. But for me, I felt torn. I truly believe that children can usually benefit from a loving home environment more than the public school system, which has to meet the needs of the group, not the individual. At the same time, I was yearning for more free time to myself. My son often is self-directed, but Mary generally expects a lot more of my attention. About a month before school started, friends, relatives, and neighbors again started with their questions. I was astonished to find out that Mary was thinking about homeschooling, but she wasn't sure which she wanted. I had no idea she had even been considering homeschooling. We talked a little, but decided to proceed as if she were going to public school until we had a more definite sign that homeschooling would better meet her needs. So again I spent August waiting and wondering what was best.

Mary attended public school for a week and a half. She disliked the l-o-n-g day, but did enjoy some of the activities and two of her workbooks, and especially the chocolate milk in the cafeteria. Every day her reluctance to get ready for school increased and finally on Wednesday of the second week, she was so upset that evening about events in school that we had a long talk and decided to try homeschooling. That decision immediately seemed right for both Mary and me. She hasn't seemed to regret it any, and I feel much relieved too, although I did enjoy the extra free time for a week and a half. Again, I will have to find some other way to meet my need

for time and space. But as for Mary, it has been easy to find "people" activities for her without having such long days to wear her out.

So now I'm struggling again with the issues of structured vs. unstructured learning, trying to meet the needs of two totally different children. Again I have been worrying about whether David is getting the skills he needs, since he avoids writing so strongly and any of the type of math that I learned in school (although he seems very comfortable with math in real life). I've been playing around with the Konos Curriculum (which I borrowed temporarily) and just following everyone's interests. But my anxiety level has been high. Today I finally managed to have a quiet day to catch up on reading and thinking. I picked up GWS #100 (which had been put in the "read when we get around to it " pile) and have found it difficult to put it down all day. So many of the articles seemed to be speaking to me. Pat Farenga's and Susannah Sheffer's memories of John Holt reminded me of the deep thrill I had to first discover his respect and trust of children. The articles on "Handling Homeschooling Anxiety" were exactly what I needed right now. The Focus articles on "Creating Helpful Schedules" reminded me to have more faith in letting my children set their schedules and come to me when they need me. (My only problem here is sometimes Mary never quits coming to me.) "Rethinking Childhood" was wonderful, too. Even the articles on "Children With Disabilities" were helpful in my work in our new state organization, HERO of OK (Home Educators' Resource Organization of Oklahoma). I have had two moms with disabled children call me for help recently and I felt lost because I have not had experience in this area. This article gave me some feeling for the kind of situations in which these moms are involved. I feel like I could go on and on. I know I will never feel like we have reached a perfect balance in our lifestyle. But reading over and over, from so many sources, the value of trusting children to find their own best way to learn helped immensely in once again relieving my tensions. I will continue to try to keep my priorities straight.

Transition to School is Successful

Bet Giddings (MA) writes:

We discovered homeschooling in 1979 or 1980, when our first child, Sarah-Kate, was a baby. We became more committed to it over the next few years as we read more about it and met other families with similar ideals. Our kids took to it, and we expected to homeschool them through high school. We knew one family who had done this, and their kids were friendly, self-assured, articulate, and had a keen interest in learning.

Two years ago, though, Sarah-Kate, at 13, decided to go to public school. A year later her younger sister Annie followed suit. Our son Patrick, 9, and our daughter Margaret, 4 1/2, are still learning at home. A friend recently asked me about our daughters' reasons for choosing public school and their experiences there. The following is adapted from my response to her:

I'd say they chose to go mostly out of loneliness, a bit of boredom, and a desire to learn in a group setting. Sarah-Kate, particularly, is very social and outgoing. She loves having lots of friends and acquaintances and being in the midst of activity. Home-based learning was fine for her for quite a few years, especially when we did a lot with a nearby homeschooling family. There was also a very active group of 9-12 year olds in Abbington (our alternative school that offers a comprehensive independent study program) and these kids took weekly field trips on their own with one parent, produced their own newsletter, had a biweekly science club, etc. Sarah-Kate was also busy for about five years editing, designing, and publishing a wonderful monthly magazine called "Rainbow," which contained contributions from homeschooling friends from all over the U.S.

One by one the preteen group in Abbington moved away, however, or went to school. Sarah-Kate was the last one left her age. The last year she was in Abbington, she went up to Boston once a week by bus to work with Susannah Sheffer at GWS. Susannah helped her start a group of older homeschoolers from around Boston who met biweekly. But all of this didn't fully satisfy Sarah-Kate's need for friends and companionship. She had a group of friends from theater class at a nearby art center, and these kids started junior high and were so excited about all they were doing. Sarah-Kate's life, by comparison, seemed dull and lonely to her. So she opted for public school. If there had been a more active homeschooling/alternative education community here, she might have continued to homeschool, at least for a while. She had so much more time in homeschooling days to read and work on her creative writing, to volunteer at the library and at GWS. I loved the extra chance I had to be with her during the day and to talk with her about everything in our lives.

During the first year of public school (eighth grade at the junior high), Sarah-Kate found a lot to criticize. She saw a lot of injustices in the way the teachers treated the kids (no respect). She was surprised that the other kids were mad at her because she was a good student and she was serious about her schoolwork. (Oddly, Annie did not encounter this in her first year of public school, sixth grade, and she worked very hard and earned very high grades. But maybe it will come up for her, too, at the junior high, where peer pressure runs high.) Sarah-Kate also got caught up in fashion fads (everybody had to wear the same exact sneakers to be "in"), though even by the next year she didn't care so much about that. Age 13 seems like such an insecure, peer-conscious age, at least for kids in school. I remember eighth grade as being that way for me, too.

Sarah-Kate is now a sophomore in high school. She generally likes being there, though there is often too much homework and too much academic pressure and she has to take courses in which she has little or no interest. She loves her language classes and is applying to go to Spain or South America next summer with AFS. She enjoys English (she plans a career in writing or journalism, and the essay-writing they do in class will surely be helpful) and she also enjoys math. She won an English award last year and

numerous awards the year before, including an award for the highest average in first year algebra.

Sarah-Kate has had opportunities in sports at the high school that she would not have had as a home-schooler. She had played on a community soccer team for years with little enthusiasm, so her interest in athletics last year and this took us by surprise. She had played two fall seasons of field hockey with gusto. She also ran hurdles in winter track and ran and threw discus in spring track. The practices and games have her outdoors and active every day from 2 PM to 5 PM, which is a wonderful, healthy outlet. She often runs 2-3 miles a day on weekends, too.

I think by and large high school has been good for Sarah-Kate. She thrives on the activity and all the friendships. Sometimes it seems like a pressure cooker, but kids this age seem to run on nervous energy and hormones, anyway. For us as parents, trying to provide guidance without seeming to interfere too much is a challenge. I wish parents didn't let their kids grow up so fast around here. Our values seem so out of step sometimes. It sounds like there's a lot of drinking among the high school kids, and drugs, and sex. We trust Sarah-Kate's basic good judgment enough to believe she'll make good choices most of the time. It's worrisome, though, when you hear what kids are into these days.

Annie seems to enjoy school too. She decided to go mostly because she was lonely at home after Sarah-Kate started school. She got to be good friends with a group of four nice girls in her class. They did quite a few fun and interesting cooperative projects in class. She sang in the chorus and played after-school basketball. She didn't make the school play, which was a disappointment, but mostly she was happy and busy. At first the homework was overwhelming (hours every day) because it was such a new experience, but once she got into the routine, it wasn't so time consuming. Frankly, I didn't feel the projects and reports were very demanding, but I was most concerned that Annie's confidence and self-esteem be supported. She proved to be a very serious and conscientious student and did very well.

Homeschooling had huge benefits for Annie. She was a late reader (she wasn't really reading until age 8), and I'm sure she would have been judged and labeled in the early grades. She needed time to unfold at her own pace. Joining school at age 11 was just right for her. As a homeschooler she had much more time for imaginative play and creative activities, too. The kids used to run mock restaurants, stores, libraries, offices, and airplanes at home all the time. They got to be out in the world more and got to role-play and work through their ideas of real life.

Patrick, 9, is still in Abbington, still a homeschooler. Home-based learning allows him unscheduled time to pursue his intense interests in chess, computers, and science. He only discovered chess this September, but he has already played in two tournaments, attends a weekly junior chess club, and spends hours a day playing chess on the computer or with his dad. Chess is a wonderful intellectual activity that will influence his abilities in all areas. Computer programming is another activity he has pursued with great enthusiasm, in collaboration with his dad. Every Tuesday we get together with other families in Abbington at our rented school space, and Patrick has a chance to work on science projects with the other kids or just run around with them outside, kick a ball around, or explore the woods. We also go on frequent field trips with the Abbington group to places like the Boston Science Museum or the Cape Cod Museum of Natural History. For now, Patrick is content with the freedom he has at home and the friendships and activities he has in Abbington. If he starts to talk about going to school, we'll have to consider what setting will best meet his needs. Perhaps by then there will be another alternative school in the area. There is a group here interested in starting a democratic school based on the model of Sudbury Valley School.

Allowing our children to make their own educational choices has sometimes been difficult. I was very unhappy when Sarah-Kate insisted on going to public school two years ago, because I believed that homeschooling would always give her and our other children the best environment and opportunities for their individual growth. I could see all that she would be giving up by going to school and all that she would have to put up with there. She was losing her unlimited free time and the right to come and go as she pleased. We understood, however, that there were other things more important to Sarah-Kate at this time in her life: the need to be with other kids and to extend her circle of friends, the chance to work out social relationships, to meet boys, to spend hours on the phone, to learn in a group and even to compete intellectually with others. We gave her the chance to evaluate these different needs herself and make her own decision about school. We also gave her the open opportunity to come back out of school any time she wanted to. So far, she and Annie have found public school to be the best overall choice for them and we support them in this decision. We still continue to take advantage of any opportunity to learn and explore as a family and just to spend time together, and our commitment to lifelong learning and growth will always mark us as homeschoolers at heart. ◆

For more on this subject, see GWS #95, #69, #67, #54.

Barbara S. Dewey, M.S.
Waldorf Education

Consultant:
Homeschooling
Enrichment

89900 Mill Hill Rd.
Bowerston, OH 44695
(614) 269-1029

TEACH YOUR CHILDREN
★AMERICAN HISTORY★
FREE CATALOG OF EDUCATIONAL MATERIALS
AMERICANA MERCANTILE
PO Box 4066, Dept 36
Hastings, MN 55033
★ 612-438-3668 ★

HANDS-ON PRESS

At Hands-On Press, we believe that the best learning is done hands-on. It's been proven again and again. That's why we specialize in independent learning guides full of activities to excite young people.

We also know that students are individuals, and will have differences in areas of interest. Our self-directed guides provide them with room to run in areas they find most interesting, and plenty of suggestions to enable them to go a little deeper.

Please call or write to us for more information. At Hands-On Press, we're putting the fun back in learning!

2601 ZEPHYR Dept G
COLO SPRINGS CO 80920
(719) 593-1816

Pinewood School Brings Home Education to You

(303) 670-8180
Olivia C. Loria Director

PINEWOOD SCHOOL

112 Road D Pine Colorado 80470
Serving Home Educators Since 1981

Creative Homeschooling

Grades K-12
Since 1975

Integrative Learning
For Body, Mind and Spirit
Oak Meadow School
Post Office Box 712
Blacksburg, VA 24063
(703) 731-3263

Watching Children Learn, *continued from page 20*

participants to explore the museum, a landfill, and a fen. The classes target children aged 6 or 7 to 12 or 13.

This year my oldest son, Joshua, will turn 12, and I hated the thought of him not participating in the museum program. On my visit to the museum I would frequently say something about older homeschoolers and volunteering. Other parents of older children were requesting a similar type of program. Mary and other museum staff worked up a program for children ages 12 to 16 that began in May of this year. The participants could choose to be involved in the small zoo adjacent to the museum and/or to learn about how the museum catalogs and inventories its collection. Again there has been tremendous response to this program. The museum benefits as well, because they are able to train these young people to volunteer and can then schedule the volunteers for programs with which they need extra help.

Also this past May, Northern Illinois University decided to sponsor a nonsectarian homeschoolers fair. The event was enthusiastically received, with over 100 people in attendance. Mary Hill and I presented at this conference, and Mary was deluged with questions about how other homeschoolers could do similar programs with small museums in their communities. Northern Illinois University is already starting to plan a second conference for next year, so this is something else we have to look forward to.

Likes to be Required to Study

Ian Boudreau of New York writes:

I've read a few GWS issues, and I have taken particular interest in the letters in the Focus section. I am really interested in other homeschoolers' views and outlooks. From what I can gather, however, many homeschoolers have a very complacent attitude towards their education.

I am 14 and have been a homeschooler for five years. For the first three years I used the Calvert program, as did my two younger brothers. We liked this program; it had a definite layout, which was easy to follow and very straightforward.

Last year, I switched to Seton Academy. Seton is another good program, much more flexible than Calvert. Still, though, it had structure, which is my point. I think parents should really evaluate what their child is learning. "I stopped doing math for a year," was a popular statement in the Focus of GWS #96, "When a Subject is Difficult." Definitely, math is a paramount subject. By skipping a whole year of math, the student must relearn that whole year the next year, which makes the student more frustrated and more likely not to take in the material.

Of course, disliking or even hating a subject is understandable, but I encourage parents not to allow their child simply not to do a subject rather than find some way to make it more interesting. For math or algebra, there are books and computer programs out that can take any pains out of a thorny subject.

I have certainly had subjects that I absolutely despised, but even if the subject has no apparent practical use, the self-discipline gained from completing it is well worth the effort. However, I am not in a hurry to believe that students are going to be willing to discipline *themselves*; I don't think I would be in the ninth grade now if Mom hadn't been around, making sure I was finishing my assignments.

Response to Alfie Kohn

Our interview with Alfie Kohn, author of *Punished By Rewards*, which we ran in GWS #101, has been reprinted by *Mothering* magazine and *The Last? Resort* (the newsletter of an organization that opposes corporal punishment). We enjoy seeing so much interest in these issues. Diane Katz (NC) writes:

In reviewing my own and (not surprisingly) my son's addiction to praise, I came up with two questions. Does a parent's honest attention and

BEST COPY AVAILABLE

involvement prevent addiction to approval in the child? Or is simply being accustomed to the approval/disapproval game what creates the addiction?

Let me preface my exploration of these questions with the admission that I live with technique-itis from growing up in a technique-toxic environment. I have, therefore, both a craving for and an allergy to technique. I have, as a result of this allergy, found that I (metaphorically) itch uncomfortably when I read GWS's interesting articles about the dangers of praise. I haven't, until today, known why, because what is said makes so much sense.

Back to my first two questions. These questions really ask, "What is the deep need that, unfulfilled, results in an addiction to praise?" The answer I found is: the need to be valued. In order to value ourselves it is necessary, or at least supremely useful, to receive as a child the nourishment of being valued by someone else. I don't mean being valued for being a baby someone always wanted, or for being cute, or for being smart. I mean being valued for one's own unique self.

When positive reinforcement was the style, teachers and parents were taught to say, "Oh, that's very nice, Susie," when they saw your drawing (no matter what they thought about the drawing). Now the thing to say is "Tell me about it." I feel the same way about both statements when they are used on me: someone is practicing their technique on me. It isn't honest or useful.

I want to suggest that for all educators (or all humans), the focus should be on the development of the inner capacity to be open to and interested in the other human being. The picture the child has drawn (or the activity the child has performed) is a reflection of that child. It presents an opportunity to see more of, or enjoy, or understand better that other person. Perhaps as you look at the drawing, a question arises, or a comment. If that question or comment seems useful to voice (useful to the other's growth, to the growth of your relationship, to your growth as long as it does not harm the other), then I believe you should say it. Let whatever you say come from a real place. Don't say "the right thing" in order to avoid some particular mistake that it is popular now to avoid. I think that if we truly appreciate our children, they will truly appreciate themselves, no matter how (or perhaps even if) we say it.

Furthermore, a question about something a child has done is not automatically outside the praise/disapproval loop. Questions can also convey all the biases of the questioner. If you expect a response, that can put the other person on the spot. This sort of interaction can be even more disturbing than rote praise or honest disapproval.

To me, developing the inner capacity to honor and value the child is the point. It is not as much what you say but who you are, how big you are inside, that makes the communication.

Response to Grown-Up Homeschoolers

Deborah Mackall of Maryland writes:

I certainly liked hearing from homeschoolers who are now grown [Focus, GWS #101]. It's like seeing into the future of possibilities for my own children. I hope GWS will continue to search for homeschoolers who are now parents, so we can get a better idea of the range of differences. The first time I read the interviews concerning whether they would send their children to school, I was severely disappointed. It seemed homeschooling was still the last resort or at least second choice. After going over it again, I realized that the homeschooled parents seemed to prefer homeschooling as a first option but were compromising with their schooled spouses. The oldest child among the parents is 4 and so possibly most of them have a few more years to think and discuss the issue. I agree with Jacqueline Peterson that the schools are much different now than ten years ago, and with all the political and media attention education is getting, I would be very leery of sending my kids. As a "school success," I never could have imagined I'd be homeschooling my kids, and now I can't imagine raising them any other way. ◆

Resources & Recommendations

It's always wonderful to discover that there are whole publications, or issues of publications, devoted to topics that are important to GWS readers but that we can cover only periodically. *The Continuum Concept Letter* ($14/yr from PO Box 1634, Sausalito CA 94966) is a newsletter devoted to the work of Jean Liedloff, and it serves as a network and forum for people who are trying to put the continuum concept into practice in their lives. The newsletter covers practical issues – baby slings, the family bed, etc. – and also makes suggestions about how to minimize conflict between parents and children.

Grace Llewellyn's newsletter, *Unschooling Ourselves*, is for readers of *The Teenage Liberation Handbook* and *Real Lives*. In it Grace reports on her current projects, suggests resources she's discovered since the books were published, and prints letters from readers of the books. This is a good forum for (among others) teachers or former teachers who are rethinking their work and their philosophy. ($12/yr from PO Box 1014, Eugene OR 97440).

The December 1994 issue of *Mentor*, the newsletter of the Home Education League of Parents, is devoted to "Working Parents, Single Parents, and Homeschooling," another topic we know GWS readers are interested in. That issue is $2 from HELP, Suite 131, 3208 Cahuenga Blvd - West, Los Angeles CA 90068. A year's subscription is $15.

Finally, Matt Hern has compiled *A Deschooling Reader* as a way of introducing people to the ideas behind homeschooling and alternative education. The one-time magazine contains writing (mostly reprints) by John Taylor Gatto, Grace Llewellyn, David Guterson, Susannah Sheffer, Mimsy Sadofsky (of Sudbury Valley School), and others. $2.50 for one issue, $20 for 10 copies from Matt Hern 1450 Venables, Vancouver, BC V5L 2G5, Canada. ◆

BEST COPY AVAILABLE

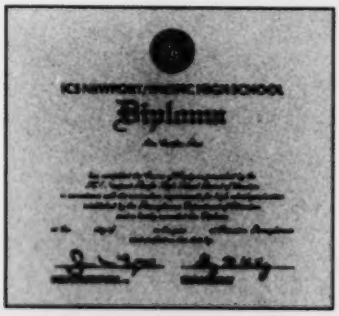
Finally, quality can be affordable, too...

ICS Newport/Pacific High School

Since 1890, International Correspondence Schools has provided challenging, comprehensive, and varied curriculum, and unmatched customer service to more than 10,000,000 men and women throughout the world.

Now find out why thousands of home-schooling families are choosing ICS Newport/Pacific High School for their curriculum and support needs....

Call toll free 1-800-238-9525 Ext. 7497 to learn about our



- **Accredited, licensed diploma program**
- **Wide range of academic and vocational electives**
- **Unmatched customer service**
- **Toll-free educational support for parents and students**
- **"Home-school-friendly pricing"**
- **0% interest payment plans**
- **And much, much more....**

Here's what home-schooling families are saying about ICS....

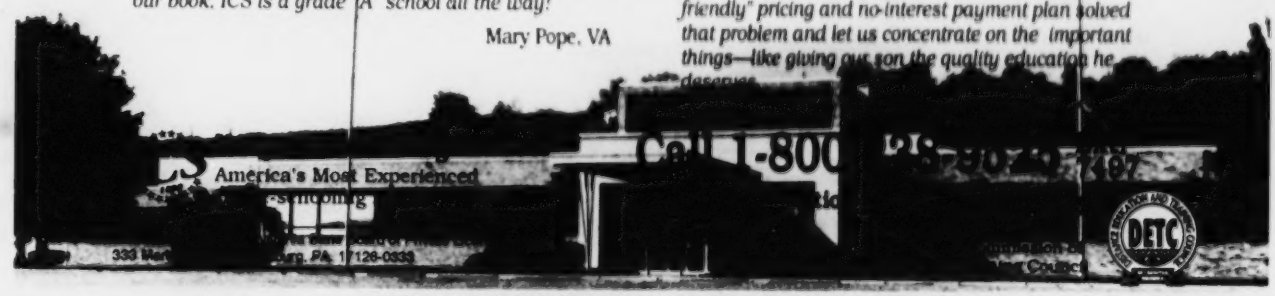
My daughter recently received her high school diploma. The course materials were very comprehensive, clearly written, and challenging. My daughter, Kara, worked at her own pace which was very important to her. Her grades went from barely passing to nearly straight A's. My husband and I couldn't be more satisfied with ICS. In our book, ICS is a grade "A" school all the way!

Mary Pope, VA

When we decided that home schooling was the way to go, ICS was right there for us. Their customer service and toll-free educational consultation experts are second-to-none, and the price just can't be beat!

Loretta Casper, PA

One of our big concerns about home schooling was how to fit it into our budget. ICS's "home school friendly" pricing and no-interest payment plan solved that problem and let us concentrate on the important things—like giving our son the quality education he deserves.



OR MAIL THIS INQUIRY FORM FOR MORE INFORMATION

HOM 502

Yes, Send me more information on Home Schooling with ICS!

Parent Name_____

Student's Name(s)_____ Age (s)_____

Address_____ Apt.#_____

City_____ State_____ Zip_____

Phone ( )_____ **Dept. A4HS25S**

MAIL TO ICS NEWPORT/PACIFIC HIGH SCHOOL, 925 OAK STREET, SCRANTON, PA 18515

Additions to Directory

Here are the additions and changes that have come in since our complete 1995 Directory was published in GWS #102. Our Directory is *not* a list of all subscribers, but only of those who ask to be listed, so that other GWS readers, or other interested people, may get in touch with them. If you would like to be included, please send the entry form or a 3x5 card (one family per card). Please take care to include all the information - last name, full address, and so on. Tell us if you would rather have your phone number and town listed instead of your mailing address (we don't have space to list both).

If a Directory listing is followed by a **(H)**, the family is willing to host GWS travelers who make advance arrangements in writing.

If a name in a GWS story is followed by a state abbreviation in parentheses (e.g. "Jane Goldstein (MA) writes...,") that person is in the Directory. If the name is followed by the entire state name (e.g. "Jane Goldstein of Massachusetts writes..."), then that person is not in the Directory. We are happy to forward mail to those whose addresses are *not* in the Directory. If you want us to forward the letter without reading it, mark the *outside* of the envelope with writer's name/description and the issue number. If you want us to read the letter and then forward it, please enclose another stamped envelope.

When you send us an address change for a subscription, please remind us if you are in the Directory, so we can change it here, too.

Please remember that we can't control how the Directory is used; if you receive unwanted mail as a result of being listed, just toss it out or recycle it.

CA, North (zips 94000 & up) — Barbara DYSKANT & Barry MILLER (Raymi/80, Erek/86, Nadine/91) 1288 W 71 St #278, Tracy 95396 ••• Tom & Pat MORGAN (Kristin/74, Seth/77, Tim/81, Josh/83) 109 Grenadine Way, Hercules 94547-2041 ••• Sanjay & Margaret SANTHANAN (Shobie/90, Meghana/92, Emily/94) 1116 Danberry Ct, Antioch 94509 **(H)** ••• Jim & Louisa SWANN (Brandon/81) Box 2078, Portola 96122 **(H)** ••• Oak & Aurelia WEBB (Zachary/87) 2505 5th St #172, Davis 95616

CA, South (zips to 94000) — Janice & Irv EICH (Heidi/83, Gretchen/85, Hans/89, Ingrid/92) PO Box 1020, Running Springs 92382 ••• John & G KIRKLAND (Tabitha/85, Alexa/87, Cody/93) 4436 Wavertree, San Luis Obispo 93401 (change) ••• Shirley MUELLER & Mark GALBRAITH (Angelika/88) 439 Center St, Laguna Beach 92651 **(H)**

CO — Jim & Debbie BODMER (Rachel/87, Jacob/89, Nicholas/91) 1033 E Longs Peak Av, Longmont 80501

FL — Beth TREPECK (Hayden/86, Cameron/89) 1361 SW 15 St, Boca Raton 33486

GA — Roy & Mary HOOD (Sam/78, Ginny/80, Dan/83, Laura/86) PO Box 2524, Cartersville 30120 **(H)** (change)

ID — Karla WADE (Alies/87) 6708 Pomona Rd, Boise 83704 **(H)**

IL — Dan & Toni BARRY (Snow/87, Renee/88, Jensen/89, David/89, Jasmine/90, Theodore/92, Grace/93) 109 S Washington, Rochelle 61068 ••• Mary BRONSTEIN & Eduardo CANTORAL (Leza/81, Lev/92) 29 W533-C Country Ridge Dr, Warrenville 60555 **(H)**

IA — Drew & Larraine FALK (JD/74, Emilia/81, Alisa/83, Amy/84) 1215 Glenview Cir N, Fairfield 52556 (change) ••• Becky LEACH & Bill TURNER (Elnora/87, Grace/91) 2301 S Henry St, Sioux City 51106

KY — Michael FOGLER & Suzanne McINTOSH (Benjamin/88) 722 Bishop Dr, Lexington 40505 **(H)**

MA — Alysa & Gary DUDLEY (Rachel/86, Jennifer/90, Heather/92) 13 Ashdale Rd, N Billerica 01862 ••• Vickie & Jim HEFFNER (Shannon/89, Lyndsey/91) 5 Nellis Terr, Hanscom AFB 01731

MI — Dairl & Justine HAYS (Angela/88, Cameron/91, Ryan/93) 830 Risch Rd, Webberville 48892 **(H)**

MN — Joni & Lawrence CALLAHAN Conor/81, Maggie/84, Daniel/86, Rosie/89) 10986 N 218 Ct, Scandia 55073 **(H)**

NH — Kim & Steve FYLER (Stephen/88, Katrina/91) 60 Old Danville Rd, Freemont 03044 ••• Julie & Brian HAFFERKAMP (Scott/86, Seth/89) 51 Lamson Dr, Merrimack 03054

NJ — Howard & Irene MOTT (Misty/77, Wickliffe/79) 10 Lambert Rd, Blairstown 07825 (change)

NY — Daniel & Renni GALLAGHER (Tavish/88, Conor/90) 223 Water St, Brooklyn 11201 **(H)** ••• Diana PRYNTZ & Brian NADWORNY (Avi/87, Rafi/90, Kaniel/93) 216 Rhinecliff Dr, Rochester 14618 **(H)** ••• Kathy RICHARDSON (Samantha/84) 79 E Market St, Corning 14830 **(H)** ••• Frank & Beth SPENCER (Frank/90, William/92, Kathryn/93) 195 Hogan Rd, Fairport 14450

NC — Joy & David CROSBY (Laurel/86) 618 2 St NE, Hickory 28601

OH — Julie & Richard BRASHEAR (James/90, Stephanie/91) 518 Kathron Av, Cuyahoga Falls 44221 ••• Lori COLLNER & Roy LOWENSTEIN (Dylan/85, Jacob/90, Mira/93) 748 Sheridan Av, Columbus 43209 ••• Kevin & Janet RHODES (Darcy/86, Hilary/88, Gillian/90) 27 Ravine Ridge Dr S, Powell 43065 (change) **(H)**

OR — Randy & Nancy HAWK (Casey/88, Quincy/91, Emilee/93) 15056 S Loder Rd, Oregon City 97045

PA — Tom & Patti STARNER (Nina/90) 11 Appletree Ct, Philadelphia 19106

TN — Susan CAVITCH (Peter/81, Jenny/83, Adam/84, Mary/86) 11150 Glen Birnham Rd, Eads 38028

TX — Maggie MEYER (Eric/76, Anna/81, Serena/85) 4415 Congress Av, Austin 78745-1903 (change)

UT — Ken WRIGHT & Lynne MYHRE (Rachel/90) 4086 S 300 East #F, Salt Lake City 84107

WI — Daryl & Valerie VAN OORT (Jessica/76, Martin/79, Nicholas/85) W12691 Hwy AS, Brandon 53919 **(H)**

Canada —

BC — Jan HUNT (Jason/81) 132 Bullock Creek Rd, Salt Spring Island V8K 2L3 (change) **(H)**

Ont — Lynn & Ron GALLOWAY (Laura/90, Kathryn/92, baby/95) 349 Peter St North, Orilla L3V 5A5

Sask — Randa & Dave BURDENIUK (Trelle/90) 301 Oakview Dr, Regina S4R 7B7

Yukon — Leslie KNIGHT & Afan JONES (Bryn/89, Rhiannon/91) 28 Harbottle Rd, Whitehorse Y1A 5T2 **(H)**

Other Locations — Debbie & Sean MARQUEZ (Graeme/90, Zana/92, Rhiannon/94) Windy Ridge, York Rd, Navy Gdns, Ch. Ch., **Barbados** ••• Elizabeth NOBLE & Leo SORGER (Carsten/88) PO Box 304681, St Thomas **Virgin Islands** 00803 **(H)** ••• Michele & Yasuyuki YAMANO (Nicole/90, Kerry/92, Cody/93) Yashimanishi-machi 1380-9, Takamatsu-shi, Kagawa-ken 761-01 **Japan**

Lists of Resources

Once a year we print our complete lists of helpful teachers, lawyers, professors, psychologists, school districts, and resource people. As with our Directory of Families, we print additions and changes to these lists throughout the year, so please continue to send them in. If you're sending us a change of address for a subscription, please let us know if you're on one of these lists so we can change it here, too. We're always interested to know whether people appreciate having this information available, so do let us know whether these lists are being used.

Lists begin on the next page.

ENTRY FORM FOR DIRECTORY

Use this form to send us a new entry or a substantial address change to be run in the next available issue of GWS.

Adults (first *and* last names):

Organization (only if address is same as family):

Children (names/birthyears):

Full address (Street, City, State, Zip):

Are you willing to host traveling GWS readers who make advance arrangements in writing? Yes ___ No ___

Are you in the 1995 Directory (GWS #102) Yes ___ No ___
Or in the additions in this issue? Yes ___ No ___

BEST COPY AVAILABLE

Certified Teachers

AZ - Kathleen M. KNEZ, Western Navajo Reservation, PO Box 889, Tuba City 86045; Special Ed

CA, South (zips to 94000) - Tutu ANDERSON, 6949 Fisk Av, San Diego 92122; 619-453-1086 ••• Karen BISHOP, N County Pl, 2204 El Camino Real, Suite 312, Oceanside 92054 ••• John BOSTON, 9942, Canyon Country Ln, Escondido 92026 ••• Michelle BUSH, 2374 Stonyvale Rd, Tujunga 91042; 818-951-7744 ••• Sandy DOERFEL, PO Box 301331, Escondido 92030 ••• Sarah LESLIE, 1846 N Edgemont #6, Los Angeles 90027; 213-662-5571

CA, North (zips 94000 & up) - Margaret ARIGHI, 6015 Mauritania Av, Oakland 94605; 415-653-5098 ••• Karen CANTO, 21023 Lynn Ln, Sonora 95370 ••• Marilyn DeVORE, 4273 Forbestown Rd, Oroville 95966 ••• Carol CRESTETTO, 29 Taft Ct, Novato 94947 ••• Jasmin GERER, 414 Emeline Av, Santa Cruz 95060; 408-423-8311 ••• Roy SHIMP, 2164 E Bellevue Rd, Merced 95340 ••• Cheryl STEVENS, 2486 Pebble Beach Loop, Lafayette 94549 (K-12, special ed) ••• Scott YOUNG, Charlotte's Web, 1207-F Bridgeway, Sausalito CA 94965; 415-332-2244

CO - Kara BERTHOLF, #1 Rd 6565 NBU4, Kirtland 87417 (certified in CO & NM) ••• Sandra GUENTHER, 2923 Sunset Dr, Golden 80401; English, Spanish, French

CT - Geoffrey SMITH, 365 Bellevue Rd, New Haven 06511; 203-787-5659; Eng, math, 7-12, admin

FL - Charlotte THIEN, 12201 Old Kings Rd, Jacksonville 32219; 904-768-0472 ••• Roger TRUNK, Rt 1 Box 110, Satsuma 32189; 904-649-4479.

HI - Debbie KUKAHIKO, FAMILY ACADEMY, 72-3960 Hawaii Belt Rd, Kailua-Kuna 96740

IL - Suzanne BALDWIN, 1452 Andover Dr, Aurora 60504; 708-851-0538 (K-12 music)

IA - Richard & Sharon CARGIN, 25 6th Av NE, LeMars 51031 ••• Rita EBELING, 324 Crescent Ln, Ft Madison 52627

IN - Marie DUSING, FAMILY ACADEMY, Rt 1 Box 509, Poland 47868; 812-986-2884

ME - Kathi KEARNEY, Box 69, New Sharon 04955; ME & VT K-12 ••• LouAnna PERKINS, Pierce Pond, RR-1 Box 22-C, Penobscot, ME 04476 (K-8) ••• Kristie SIMKO, PO Box 430, Mt Desert ME 04660 (elem.)

MD - Frances MOYER, 4017 William Ln, Bowie 20715

MA - George FOURNIER, RFD 2 Box 101, Brimfield 01010 (French) ••• Adele GARLICK, 96 Coolidge Cir, Northborough 01532 ••• George HECHT, 4 High Ledge Av, Wellesley 02181; 617-235-4246Thomas MAHER, 30 Park St, Wakefield 01880; 617-245-7634 ••• Faith Jones OZAN, 9 Tilehurst Ln, Marblehead 01945 ••• Mario PAGNONI, 76 Emsley Ter, Methuen 01844 ••• Denise STANLEY, 3 Alhort Dr., Apt. 3, Woburn 01801; 617-932-9281 ••• Linda ZUERN, Box 619, 5 Depot Rd, Cataumet 02534

MI - Kathy DONAHUE, Box 80-B S Superior Rd, Atlantic Mine 49905; K-12 ••• Bonnie MIESEL, 1111 Cricklewood SW, Wyoming 49509 ••• Dinah MORRISON, 76 Latta St, Battle Creek 49015; 7-12 ••• Muriel PALKO, 321 N William, Ludington 49431; K-12

MN - Jeanne BOURQUIN, 1568 McMaham Blvd, Ely 55731 ••• Linda WINSOR, 1927 James Ave, St. Paul 55105

NH - Sally EMBER, 284 Water St, Keene 03431 (multicultural education)

NJ - Sandy MADKIFF, MINOTOLA ACTIVITY CTR, 207 Coari Av, Minotola 08341; 609-697-1643; K-12 Eng

NM - Kara BERTHOLF, #1 Rd 6565 NBU4, Kirtland 87417 (certified in CO & NM)

NY - Lyman BARRY, 9297 Shaw Rd, Nunda 14517; 716-468-2650; science ••• Diane CHODAN, RD 1 Box 462, Rome 13440 ••• Cheryl COONEY, 225 Rector Pl, 9R, NY NY 10280 (NY, NJ, MA) ••• Lucretia GABRIEL, 12 Fairway Ct, Albany 12208; science ••• John Taylor GATTO, 235 W 76 St, New York NY 10023 ••• Joyce HOUCK, RR 1 Box 148A, Brant Lake 12815; 518-494-2072; elem. ••• Kathi KEARNEY, 1230 Amsterdam Av #604, New York 10027 ••• Martin MILLER, 3374 Aikens Rd, Watkins Glen 14891; math, sci, accounting ••• Jo MOBERLY, 149 S Main St, Naples 14512 ••• Natalie TATZ, 3320 Bainbridge Av, Bronx NY 10467; 212-654-7918 (elem)

OH - Linda CAMPBELL, 1862 Merganser Run Dr, Columbus 43215 ••• Elizabeth LOWER, 4875 Potomac Dr, Fairfield 45014 (Montessori) ••• Louann Rebbin-Shaw, 4412 Osborn Rd, Medway 45341; 513-873-8124

OR - Ann LAHRSON, 9025 SW 50th, Portland 97219; 503-244-9677 ••• Marilyn LOWE, 503-362-1203 (Spanish K-12, English 7-12) ••• Mary MAYFIELD, 24874 W Brush Creek Rd, Sweet Home 97386; 503-367-2474; 5-12 ••• Marcia SPANI, ALOHA KIDS ACADEMY, 4640 SW 182, Aloha 97007; 503-642-4094; K-8

PA - Diana BASEMAN, RD 3 Box 256 B, Tarentum 15084 ••• Debby BELL, 6 Royal Rd, Palmyra 17078; language ••• Kathy HOLLEGER, 3106 Swede Rd, Norristown 19401 ••• Rick KEPHART, 1 High St, Malvern 19355 (elem)

TX - Linda JONES, 3301 Hemlock, Temple 76504; elem

VA- Scott CHRISTIAN, Rt 5 Box 358, Martinsville 24112; 703-632-3780 ••• Mary FREED, 1825 W Grace St, Richmond VA 23220 (Montessori) ••• Suzanne STALLINGS, 301 Macon St, Lynchburg 24501-3221; 804-528-4585

WA - Mary COLES, 9255 36th SW, Seattle WA 98126 (reading & study skills)•••FAMILY ACADEMY (teachers all over WA state), 146 SW 153 Box 290, Seattle 98166; 206-246-9227 ••• Karen FOGLE, 14241 NE Wdnvl Duvall #243, Woodinville 98072; 206-481-2228 ••• Julie & David LOYD, General Delivery, Waldron 98297; (Julie: elem, Spanish, math; David: elem, high school, English, Spanish, Social Studies) ••• Tara SENNETT, 15506 19th Av, Tacoma 33445 ••• Denis WICHAR, Cascade Jr High School, 13900 NE 18th St, Vancouver 98684-7299; 256-6052

WI - Cheryl & Bruce BISHOP, 5148 Bluff Ct, Sturgeon Bay 54235; elem. ••• Alison McKEE, 5745 Bittersweet Pl, Madison 53705; elem, vis. impair

CANADA - Leslie AYRE-JASCHKE, 10409-101 St, Peace River AB T8S 1K7

Lawyers

CT - Frank Cochran, 51 Elm St, PO Box 1898, New Haven 06508-1898; 203-865-7380

FL - Charles Baron, 167th and NE 6th, NO. 815, N. Miami Beach 33160; 305-770-1410 ••• James R. Wells, 3837 Quail Ridge Dr, Boynton Beach 33436; 407-734-5068

HI - Tom DiGrazia, DiGrazia Law Office, PO Box 1780, Kailua 96734

ID - Lyle Eliasen, 202 Idaho St, American Falls 83211; 208-226-5138

IA - Craig Hastings, 315 6th St, Ames 50010; 515-232-2501

KS - Austin Kent Vincent, 2222 Pennsylvania Av, Topeka 66605; 913-234-0022

MD - Ray Fidler, 805 Tred Avon Rd, Baltimore 21212; 410-296-6495 ••• Paul Kimberger, 3905 Bexley Pl, Marlow Hghts 20746; 301-899-6933 ••• Dale R. Reid, 7091 Brangles Rd, Marriottsville 21104

MA - Eugene Burkart, 267 Moody St, Waltham 02154; 617-899-5337 ••• Susan Ostberg, 41 Warren Av, Harvard 01451; 508-456-8515

MI - Norm Perry, 8976 US 31, PO Box 241, Berrien Spgs 49103; 616-471-2848

NY - Seth Rockmuller, 29 Kinderhook St, Chatham 12037; 518-392-4277

OH - David A. Haffey, 3055 Rodenbeck Dr, Dayton 45432-2662 ••• James Peters, 107 W. Court St, Woodsfield 43793; 614-472-1681

OR - Kim Gordon, 6501 SW Macadam Av, Portland 97201; 503-452-9595

PA - Mark Semisch, 56 Warden Rd, Doylestown 18901

VA – Nancy LeSourd & George Grange II, 8280 Greensboro Dr, 7th Fl, McLean VA 22102

WI - Jack Umpleby, N96W18221 County Line Rd, Menomeonee Falls 53051-1300

WY - Gerald Mason, PO Box 785, Pinedale 82941; 307-367-2134 ••• William H. Twichell, PO Box 1219, Pinedale 82941; 307-367-2414

Professors & Other Allies

The following people are willing to help homeschooling families in developing curriculum, evaluating progress, or in other ways:

Larry Arnoldsen, Box 10 McKay Bldg, Brigham Young U, Provo UT 84602

Graham Ashworth, 423 Fox Chapel Rd, Pittsburgh PA 15238; 412-963-8800

Prof. Robert A. Carlson, College of Ed, University of Saskatchewan, Saskatoon, Saskatchewan Canada S7N OWO

Sandy Doerfel, PO Box 301331, Escondido CA 92030

Juanita Haddad, Consultant in Free Range Learning and Deschooling, RR 7, Duncan BC V9L 4W4, Canada

Robert E. Kay, MD, PO Box C, Paoli PA 19301; 215-359-7885

J. Gary Knowles, Program in Educational Studies, School of Ed, U of Michigan, Ann Arbor MI 48109-1259

Michael Masny, 43 Burncoat St, Leicester MA 01524; 617-892-8012; certified school psychologist & social worker.

Martin Miller, 3374 Aikens Rd, Watkins Glen NY 14891

Michael J. Murphy, Assoc. Prof., U. of Saskatchewan, College of Education, Saskatoon, Sask., Canada S7N 0W0

Dr. Robert Newman, Assoc Prof Emeritus, Teacher Education, Syracuse U, 137 Hughes Pl, Syracuse NY 13210

Sam B. Peavey, Ed.D., 2307 Tyler Ln, Louisville KY 40205; 502-459-2058

Edward Pino, 189 Antelope Tr, Parker CO 80134

Richard Prystowsky, Professor of English and Humanities, Irvine Valley College, 5500 Irvine Ctr Dr, Irvine CA 92720

Brian D. Ray, National Home Education Research Institute, Western Baptist College, 5000 Deer Park Dr SE, Salem OR 97301-9392

Jack Robertson, 532 Laguardia Pl #398, New York NY 10012-1428

Gary L. Stevens, University of San Francisco, 2486 Pebble Beach Loop, Lafayette CA 94549

Seymour Treiger, Ed.D., RR 3 Yellow Pt Rd, Ladysmith, BC V0R 2E0, Canada

Chester S. Williams, ETSU, Box 5518, Texarkana TX 75501; 214-838-5458

Psychologists

CA - Michelle Bush, 2374 Stonyvale Rd, Tujunga 91042 ••• Mary Ann Hutchison, 3409 Greenwood Av, Los Angeles 90066; 310-281-7711 ••• Hal Jindich, 191 E El Camino #307, Mountain 94040; 415-969-9981

MA - Michael Masny, 43 Burncoat St, Leicester 01524 (certified school psychologist and social

worker) ••• Dr. Susan Ott, 110 N Main, Petersham 01366; 508-939-2161,e xt. 2205 ••• Paul Shafiroff, Ed.D., Director of Guidance, Southern Berkshire Regional School District, Sheffield 01257 ••• Dr. Paul Daniel Shea, 1450 Beacon St, Suite 801, Brookline 02146; 617-277-4214

OH - Richard George, 1201 30th St NW, Canton 44709

PA - Dr. Bob Conroy, 1724 Smoky Corners Rd, Williamsport 17701

TX - Steven Gutstein, PhD, One West Loop, Suite #215, Houston 77027; 713-621-7496

WA - Holy Family Institute, 43 Frontier Rd, Appleton WA 98602 (counselors)

CANADA - Jan Hunt, 132 Bullock Creek Rd., Salt Spring Island, BC, V8K 2L3

School Districts

The following is a list of school districts that are willingly and happily cooperating with homeschoolers, and who are willing to be listed in GWS as doing so. There are many more cooperative districts around the country than there are districts on this list, and we have printed several stories in back issues of GWS about cooperation between schools and homeschoolers. If you are interested in seeing this material, place an order and ask us to send you back issues with material on this topic. Back issues are $3 each plus $3 per order for subscribers; $6 each for nonsubscribers.

Do bear in mind that not all states require homeschooling families to work with local school districts; in fact, many do not. Nonetheless, a cooperative school district may give homeschooling families access to events or materials even if they are not legally required to approve of or evaluate those families.

We only list school districts under the following conditions: (1) The family has to be not just satisfied but pleased with the cooperation the schools are giving to their homeschooling efforts. (2) The schools themselves have to be happy about being included in the list. If your district is cooperating with your homeschooling, and you would like them to be on this list, ask them, and let us know if they say to go ahead.

CA - Butte County Office of Education, 2120 B Robinson, Oroville CA 95965, James H. Scott, Principal, Home School Program

Lodi Unified School District, 835 W Lockford St, Lodi 95240; 209-369-7411; Don Shalvey, Asst. Supt. - Instruction K-12

Lorna Prieta School District, 23800 Summit Rd, Los Gatos 95030; 408-353-2389; Dr. Kenneth Simpkins, Superintendent; Dr. Ruth Bothne, Independent Home Study Program Director

Marysville Joint Unified, 1919 B St, Marysville 95901.

Monterey County Office of Education, 901 Blanco Circle, PO Box 80851, Salinas 93912; Bill LaPlante, Director of Alternative Programs

Mt Shasta Union School District, 601 E Alma St, Mt Shasta 96067; 916-926-3846; Carolyn Briody, Home School Coordinator

Santa Cruz City Schools, Alternative Family Education, 536 Palm St, Santa Cruz 95060; 408-429-3806. Attn: Terry Jones.

IL - Madison Junior High, Southern River Oak Dr, Naperville 60565; Mr. Vergo, Principal.

Naperville Central High School, 44 W Aurora Av, Naperville 60540; Mr. Paulsen, Principal.

(note: these are individual schools, not school districts.)

MA - Cambridge Public Schools, 159 Thorndike St, Cambridge 02141; 617-498-9233.

Chatham Public Schools, Chatham MA 02633; Supt. Vida R. Gavin.

Lowell School District, 89 Appleton, Lowell 01852; 454-5431; James McMahon, Asst. Supt. for Curriculum Development.

Rockland Public Schools, Rockland 02370; Supt. Ronald P. Gerhart

Southern Berkshire Regional School District, Sheffield 01257; Director of Guidance, Paul Shafiroff, Thomas A. Consolati, Supt.

PA - Radnor Township School District, Administration Building, 135 S. Wayne Av, Wayne 19087; Dr. John A. DeFlaminis, Supt.

Resource People

The people listed below have experience with the following subjects and are willing to correspond with others who are interested. In many cases these subjects have been discussed in back issues of GWS, so if you are seeking information you can ask us to select the relevant issues for you. (Back issues are $3 each plus $3 per order for subscribers; $6 for nonsubscribers).

Adoption: Maureen Carey, 7 Fayette Park, Cambridge MA 02139 (adoptive nursing, transracial adoption) ••• Kathy Donahue, Box 80-B S. Superior Rd, RR 1, Atlantic Mine MI 49905 ••• Tara Tieso-Battis & Pat Battis, 1786 Rome Av, St Paul MN 55116-2424 (adoptive nursing, transracial adoption) ••• Reed & Chris Sims, 414 W Soledad Av #602, Agana, Guam 96910 ••• Jenny Wright, Quaker City, H.C. 60, Box 50, Charlestown NH 03603; 603-543-0910

Autism: Jill Whelan, 1714 E 51st St, Indianapolis IN 46205

Blindness: Donald & Kathy Klemp (son/75) N6479 Kroghville Rd, Waterloo WI 53594 ••• Ruth Matilsky, 109 S 4th Av, Highland Park NJ 08904 ••• Alison McKee, 5745 Bittersweet Pl, Madison WI 53705

Computers: Jack Loranger, MPO 17-R Krogstad Rd, Washougal WA 98671; 206-837-3760; "Electronic Educator" BBS #837-3299 ••• Mario Pagnoni, 76 Emsley Terr, Methuen MA 01844

Custody Disputes: Debbie Driscoll, 14503 SE 114th Pl, Renton WA 98059 (also single parents & gay & lesbian families) ••• Char Love, PO Box 2035, Guerneville CA 95446-2035. (We maintain a list of others with experience in this area who prefer not to list themselves publicly, and we will forward stamped letters to these people if asked.)

Down Syndrome: Elaine Bechtold, 10827 Rosedale Av N, Rt 1 Box 233, Loretto MN 55357-9793; 612-498-7553 ••• Rosemary Firstenberg, PO Box 25266, Seattle WA 98125 ••• Heidi Jarvis, N8373 Center Rd, Gleason WI 54435; 715-873-4050

Ham Radio: Sheryl Schuff, 8156 Lieber Rd, Indianapolis IN 46260; 317-259-4778

Learning Disabilities: ••• Pose M.R. Boggs, 6223 Geronimo Cir, Anchorage AK 99504 ••• -Kathy Donahue, Box 80-B S. Superior Rd, RR 1, Atlantic Mine MI 49905 ••• Rosemary Firstenberg, PO Box 25266, Seattle WA 98125 ••• Leslie McColgin, RR 1 Box 146, Cunningham KY 42035 (speech & language pathologist) ••• Laverne Reynolds, 505 Oleander Dr, Palatha FL 32177-6435 ••• Cheryl & Gary Stevens, 2486 Pebble Beach Loop, Lafayette CA 94549 (Special Ed., Chemical Sensitivity)

Montessori: Gloria Harrison, Rd 11, Box 544, Greensburg, PA, 15601 ••• Elizabeth Lowen, 5928 Morningside Dr, Fairfield OH 45015

Physical Handicaps: Janna Books, Box 309-B, Route 2, Santa Fe NM 87505 ••• Kathy Donahue, Box 80-B S. Superior Rd, RR 1, Atlantic Mine MI 49905 ••• Karen Franklin, 3939 Winfield Rd, Boynton Bch FL 33436 (Jessica/80 C.P.) ••• Martin Miller, 3374 Aikens Rd, Watkins Glen NY 14891 ••• Laverne Reynolds, Rt 1 Box 766C, Pomona Park FL 32181-9715 ••• Saunny Scott, 1901 Barker St, Lawrence KS 66044

Single Parents: Debbie Driscoll (see Custody Disputes, above) ••• Janet Hoffman, PO Box 288, Hamburg PA 19526-0288 ••• Diane McNeil, 3131 Cty EE, Baileys Harbor WI 54202 ••• Laura Pritchard, 25607 98th Pl So, Apt K-102, Kent WA 98031 ••• Lisa Spector; 203-677-2852 ••• Karen Turner, PO Box 622, Redway CA 95560-0622 ••• SPECIAL, Single Parents Educating Children in Alternative Learning, c/o Amy K. Vanorio, 2 Pineview Dr #5, Amelia OH 45102 ••• Christine Willard, 2090 Pine Ave, Los Osos CA 93402

Traveling Families: Lois & Jim Blumenthal, 1132 Beechwood Dr, Hagerstown MD 21742-3007 ••• Louis & Jennifer Gordon (Katie/81, Patty/84) 10355 Grand Av, Bloomington MN 55420-5228 ••• Arlene Haight (Becky/68, Matt/73) 4150 So US #1, RD 2, Palm Bay FL 32905

Twins: Gloria Harrison, Rd. 11, Box 544, Greensburg, PA, 15601

Grown-Up Homeschoolers

These former homeschoolers are now at college or involved in work, apprenticeships, or travel. The name of the college the student attends is usually evident from the address; if not, we have included it in parentheses. For those not in college, we have included a very brief description of what they are doing or have done. Where applicable, we have also listed the number of the GWS issue in which a more complete description of the person's experience was published. (Note: some former homeschoolers asked that their parents' address be used even though they are living elsewhere; in such cases, parents will forward the mail.)

Alazel Acheson, 2121 S Alaska, Tacoma WA 98405; 206-272-8124 (U. of Puget Sound; computer research and development)

Eleadari Acheson, 6575 S Simmons Dr, Clinton WA 98236; 206-341-7330 (teaching gymnastics; GWS #76)

Tia Acheson, 6575 S Simmons Dr, Clinton WA 98236; 206-341-7330 (School of Visual Concepts, Seattle)

Elye Alexander, RR 1 Box 795, Craftsbury Common VT 05827 (Harvard University)

Ben Barker, 5221 Twp Rd 123, Millersburg OH 44654 (runs canoeing & mountaineering expeditions in MI and MT; attended Nat'l Outdoor Leadership School & Outward Bound; GWS #86, #93)

Britt Barker Mariner, 5221 Twp Rd 123, Millersburg OH 44654 (runs Suzuki piano studios in WY and CO; writer, private pilot. GWS #56, #60, #93)

Dan Barker, 5221 Twp Rd 123, Millersburg OH 44654 (cellist with Missoula Symphony Orchestra; outdoor leader; attended Interlochen Center for the Arts; Oberlin Conservatory; GWS #79, #84, #93)

Maggie Barker, 5221 Twp Rd 123, Millersburg OH 44654 (races sled dogs in North America & Europe; runs dogsledding programs in MI and MT; GWS #60, #81, #88, #91)

Amanda Bergson-Shilcock, 314 Bryn Mawr Av, Bryn Mawr PA 19010; 610-527-4982 (University of Pennsylvania; library work; GWS #97)

Stephanie Bromfield, 1329 Blue Mtn Dr, Danielsville PA 18038; 215-767-3554 (community college; retail work)

Anne Brosnan, 415 Estill St, Berea KY 40403 (bluegrass music; library work)

Rebecca Cauthen, Shorter College Campus Box 293, 315 Shorter Av, Rome GA 30165-4298 (GWS #97)

Amber Clifford, 475 NE 200, Knob Noster MO 65336 (Central MO State U; GWS #97)

Jeff Cohen, 1499 S Lima, Aurora CO 80012 (US Air Force Academy; GWS #81, #93)

Tamara Cohen, 1499 S Lima St, Aurora CO 80012 (foreign exchange student)

(continued on next page)

BEST COPY AVAILABLE

Erin Dodd, PO Box 6366, Mars Hill College, Mars Hill NC 28754; 704-689-6379 (theatre, teaching)

Mike Dodd, 1648 Joe Hinton Rd, Knoxville TN 37931 (Boston University, University of Tennessee; GWS #71)

Andrew Endsley, 213-874-8007 (film directing; GWS #77, #97)

Kendall Gelner, 7490 W Apache, Sedalia CO 80135 (Rice University, computer programming)

Laura Gelner, 7490 W Apache, Sedalia CO 80135 (Colorado College; GWS #89)

Anita Giesy, 1015 Redgate, Apt. A7, Norfolk VA 23507; 804-623-1031 (cross-country travel, dance, massage therapy; GWS #74)

Gordon Hubbell, Blvd Tsar Boris III No. 94, Sofia, Bulgaria (factory worker, LDS missionary)

Bronwyn Jackson, Munger, Wellesley College, 106 Central, Wellesley MA 02181-8298; 617-283-1000 (GWS #96)

Vanessa Keith, PO Box 145, E Hardwick VT 05836; 802-472-5115 (farm work, travel; GWS #89)

Celia Kendrick 40 Brook St, Rehoboth MA 02769 (Rhode Island School of Design; animation work; GWS #75, #82)

Kim Kopel, 5450 Bradbury Dr, St. Louis MO 63129 (intern at living history village; GWS #87, #99)

Ely Lester, PO Box 203, Joshua Tree CA 92252 (Rowland Heights Animation School)

Nathen Lester, PO Box 203, Joshua Tree CA 92252 (Mt. Shasta College- a recording engineering school)

Christian Murphy, SU Box 2375, Baxter Post Office, Williams College, Williamstown MA 01267 (GWS #100)

Emily Murphy, St. John's College, PO Box 2800, Annapolis MD 21404; 410-263-2371 (GWS #89)

Sarah Pitts, Boston College, Walsh 210, PO Box 9194, Chestnut Hill MA 02167-9194; 617-558-9357 (GWS #96)

Emma Roberts, RR 1 Box 81, Jewell Hill Rd, Ashby MA 01431; 508-386-7084 (theatre; GWS #73, #76)

Dawn Shuman, St. John's College, PO Box 2800, Annapolis MD 21404-2800 (GWS #100)

Lindsey Smith, 1800 Skyline Dr, Lincoln NE 68506 (NE Missouri State U, conservation work)

Seth Smith, 1800 Skyline Dr, Lincoln NE 68506 (NE Missouri State U, Central Methodist College, conservation & outdoor work)

Jacob Spicer, 5423 S. Dorchester #16, Chicago IL; 312-752-2627 (U. of Chicago, managing furniture store; GWS #89)

Jessica Spicer, 7080 Leaches Crossing 7080, Avoca WI 53506; 608-562-3969 (intern at Cato Institute in Washington, DC; GWS #95)

Seth Spicer, Lincoln College, Lincoln IL 62656, 217-732-3155 ext 612

Pen-Pals

Children wanting pen-pals should write to those listed. Please try to write to someone on the list before listing yourself, and remember to put your address on your letter. To be listed here, send name, age, address, and 1-3 words on interests. ••• Katie SCHULTZ (14) 3710 Poffenberger Rd, Jefferson MD 21755; cooking, horseback riding, dogs ••• Parker GILBERT (10) RR 1 Box 1058, Plainfield VT 05667; music, reading, outdoors ••• Shobie SANTHANAM (4) 1116 Danberry Ct, Antioch CA 94509; alphabet, Lego, guitar ••• Aura YOUNG (14) 1400 Central Dr, Kannapolis NC 28083; music, photography, Star Trek ••• Kendra CRISPIN (11) 8340 SW 184 Av, Aloha OR 97007; computers, science, math ••• Maggie CALLAHAN (10) 10986 N 218 Ct, Scandia MN 55073; ballet, nature, camping ••• Eric RAYMER (11) 15827 Haynes Rd, Laurel MD 20707; reading, drawing, comics ••• Cliffy GAULIN (6) 304 N Sturbridge Rd, Charlton MA 01507; power rangers, bikes, monopoly ••• MATILSKY, 109 S 4 Av, Highland Park NJ 08904: Sarabeth (15) outdoors, theatre, ballet; April (8) gymnastics, reading, nature ••• SMITH, 5517 Mapleridge Rd, Raleigh NC 27609: Nicholas (13) basketball, biking, basketball cards; Peter (10) basketball, rollerblading, basketball cards; Oliver (7) soccer, swimming, basketball ••• Hayden TREPECK (8) 1361 SW 15 St, Boca Raton FL 33486: karate, golf, art ••• MORGAN, 8500 Belford Av, Los Angeles CA 90045: Katherine (12) France, literature, acting; Daniel (9) sports, dogs, building ••• MEYER, 4415 S Congress #204, Austin TX 78745: Anna (13) dancing, sports, movies; Serena (9) reading, drawing, photography

Declassified Ads

Rates: 70¢/word, $1/word boldface. Please tell these folks you saw the ad in GWS.

FREE Science Magazine loaded with experiments. TOPS Ideas, 10970 S Mulino Rd, Canby OR 97013.

Homeschooling in Europe - Live in Southern France, tour Spain, British Isles, Italy, Greece, France. Academic program followed during 9-month program. September through May, 1995-96. $12,000. Write Schole, Box 10, RR1, Margaree Valley, Nova Scotia, Canada B0E 2C0, 902-248-2601.

Wilderness Homeschooling - reading, writing, and arithmetic; ideas, not facts; great books for young people. Live in log cabin; learn survival skills. 4-6 participants; ages 8-16. Travel to Mexico and/or France. Schole, Margaree Valley, Nova Scotia, Canada B0E 2C0, 902-248-2601.

If your children like LEGOS they will love MORTENSEN MATH. Students are drawn to the blocks and while they have fun, they learn Arithmetic, Algebra, Problem Solving, Measurement, even Chemistry. Special prices for GWS readers for limited time. FREE CATALOG! Call TODAY 1-800-338-9939.

Home Education Magazine now has a forum on American Online! Keyword HEM. Published since 1984, HEM offers feature articles, ten regular columnists, news and information, and much more in every 68 page issue! Current issue $4.50, One year $20 (6 issues). Free 24 page books and publications catalog. Home Education Press, PO Box 1083, Tonasket, WA 98855-1083. 509-486-1351. E-mail HomeEdMag@aol.com.

Good Stuff: Learning Tools for All Ages is a 1994 Parents Choice Award Winner! This 386 page educational resources book, completely updated August 1994, is an outstanding value for homeschoolers. By HEM Resources Editor Rebecca Rupp. $16.75 postpaid from Home Education Press, PO Box 1083, Tonasket, WA 98855-1083. 509-486-1351. E-mail HomeEdMag@aol.com. Free 24 page books catalog.

The ultimate Math software! ANALYZER provides tutorials, practice problems, and assignment checking for both Arithmetic and Algebra. Ages 11 to 18+. Foster Mathematics Solutions, 512-258-5137.

WALDORF EDUCATION - Free catalog of hundreds of books on the spiritual approach to family life and the growing child (including many beautifully illustrated children's books), holistic approach to health, inner development, and spiritual studies by Rudolf Steiner. Anthroposophic Press, Suite 12, RR 4 Box 94A1, Hudson NY 12534, 518-851-2054.

High Quality Books up to 40% off. Give your children the "educational advantage" with award winning books from Dorling Kindersley (publisher of **EYEWITNESS BOOKS**). Exceptional business opportunity earning $200-$5,000 a month while building a superb library for your children. FREE CATALOG: 619-739-1990.

INCISIVE **THINKING** THROUGH PRECISE **WRITING**. Individualized writing instruction by experienced teacher with M.A. in English. All ages. Affordable. Free Information: Taproot Writing, PO Box 150451, Lakewood, CO 80215-0451, 303-989-3412.

Lively, international, small-town **unschooling family offers teen room/board** for toddler childcare. Stay weeks/months. Near jobs, lakes, Shakespeare, Tanglewood. Maggie Sadoway, 57B Housatonic, Lenox MA 01240. 413-637-2169.

Have friends who would host an USBORNE book party for free books? Then become a CONSULTANT today! Boost your income and get lots of great Usborne books for free! Perfect work for homeschoolers. FREE BROCHURE: 704-922-5402.

OFTEN OVERLOOKED AMERICANS/EVENTS. VRQ recounts their tales. Four issues $25. Write for free "Varieties" for details. Vintage Reading Quarterly, Box 126, Gilbertsville, NY 13776.

The Gypsy Peddler! Unique school supplies at affordable prices! To receive your catalog send $0.75 postage and handling to Alexandria West, 11382 59th St N, West Palm Beach, FL 33411.

FINE ART That Speaks to the Soul - Free Brochure featuring Beautiful, Bountiful, Breastfeeding Babies and other fine art - signed prints and note cards. *Customized pricing!* Homeschooling family business - *Distributorships available*. **HEARTHENWOOD Unlimited!** call 1-800-668-2384.

FAMILY CONSIDERING A MOVE. WE WOULD BE VERY GRATEFUL TO HEAR FROM ANYONE IN THE SALEM - ALBANY - CORVALLIS AREA (OREGON). ESTY, PO BOX 36, LORANE OR 97451.

LICKETY SPLIT ™: exciting circus board game from reading specialist. Entire family plays and beginning reader can win! 500 colorful cards teach phonics, sight words. Easy to put away into sturdy, compartmentalized box. Satisfaction guaranteed. $40.45 (U.S.) includes shipping. Granny's Games - B, RR 1 7530, Richards Trail, Duncan BC V9L 1M3, fax 604-748-6323.

Summer 1995: Homeschooling travel-study program in Assisi, Italy for high school-age students interested in literature, art, ice cream, gardens, and contemporary Italy. Write: Jane Oliensis, Director, Santa Maria di Lignano, 2 06081 (PG) ITALY or call 011-39-75-602400.

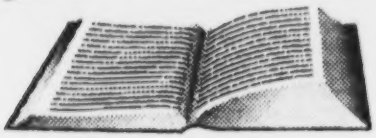
"99 WAYS TO GET MORE INTERESTING MAIL." $5.00. Karen Hiner, PO Box 8554, Dept. 953, Spokane, WA 99203.

OLDER HOMESCHOOLERS' GROUP. Non-sectarian, serving teens aged approx. 12-18 in **SE Michigan**, No. Ohio, & Windsor, Ont. Educational and social opportunities. 313-331-8406. Emily Linn.

Space reservations for both declassified and display ads are the 1st of odd-numbered months (March, May, July, September, November). Copy deadlines are the 15th. Issues are published in even-numbered months. Write us for display ad rates.

39

Book Reviews



Up the University: Recreating Higher Education in America by Robert and Jon Solomon
#3222 $14.95 + $3.50 s/h

As someone currently attending college as well as someone who constantly reevaluates and revises her opinion of that institution, I found this book very intriguing. Written by a brother-and-brother team of college professors, it offers their insightful views on the good and bad sides of colleges and universities today.

What I found refreshingly different about the book was that the Solomons failed to fall into the trap of using 300-some pages to deliver a tirade or sermon. Rather, they discuss some of the major problems currently facing institutions of so-called "higher learning." I was impressed at their bravery in addressing such issues as teaching awards ("Teaching is not a competitive sport"), grades ("We would like to see a system in which grades are simplified to 'fail,' 'pass,' and 'excellent,' and the GPA eliminated. Let the students come to the university and learn. Make grading more of a private affair, another part of the contract between student and teacher."), and degrees ("If [our students] get a degree, that's fine. If they get themselves an education, that's even better. We should give respect to those who learn rather than those who sport credentials.").

The reason I say these statements are brave is not that they are so radical or groundbreaking; at least, not to my mind. But it is a great thing to find people willing to write a book that does not go to a loud, ridiculous extreme but makes its points clearly, quietly, and articulately even when those points are not shared (and perhaps not even understood) by the majority of their colleagues. Working in a library, I see a great many of these "sound and fury" books, and I lose respect for this type of book every time I see another. By the same token, I have also come to realize how good it is to find a book that does more than draw battle lines.

I find it wonderfully comforting to discover two people who have been rewarded by the educational system and at the same time have managed to retain a fairly realistic view both of its faults and of its gems. After a year of college, I am now more than ever convinced that people such as these are rare.

I recommend this book to anyone looking for some interesting viewpoints on where the university is and where it seems to be headed, as well as anyone interested in formal education in general, in possibilities for changing the paradigms of the educational system, and in true food for thought. Though I didn't agree with all or even with most of what Robert and Jon Solomon had to say, I found their ideas a good spur to my own, inspiring me, as I read, to build on their theories in my own mind.

— Amanda Bergson-Shilcock

If this is the first issue of GWS that you've seen, or if you're borrowing a friend's issue, why not use this form to subscribe now? (Please note that the "bill me" option does not apply to renewals.)

Subscribe now and get our **FREE**
1994 Directory of Homeschooling Families.
Growing Without Schooling (617) 864 - 3100

☐ YES! Send me a one year subscription (6 issues) to Growing Without Schooling and my FREE Directory of homeschooling families for *$25.00.

☐ Please bill me.
☐ My payment is enclosed. Place this card in envelope with:
Check or money order to GWS.
Visa or MasterCard #: _____
Expiration date: _____

Name _____
Address _____
City _____ State _____ Zip _____

Please add $3.00 for Canadian and foreign surface mail orders, $15 for foreign air mail. (U.S. funds only, drawn on U.S. bank).

What people become under one set of circumstances does not tell us very much about what they might have become under another. Japanese gardeners, over many centuries, have learned to do things to trees, to clip their roots or trim their branches, to limit their supply of water, air, or sun, so that they live, and for a long time, but only in tiny, shrunken, twisted shapes. Such trees may please us, or they may not. But what could they tell us about the *nature* of trees? If a tree *can* be deformed and shrunk, is this, then, its nature? The nature of these trees, given enough of the sun, air, water, soil, and food that they need, is to grow like trees, tall and straight. People can be more easily deformed, and worse deformed, even than trees – and more than trees, they feel it, it hurts. But this cannot and does not say anything about their nature. Only to the degree that people have what they need, that they are healthy and unafraid, that their lives are varied, interesting, meaningful, productive, joyous, can we begin to judge, or even guess, their nature.

John Holt in *Instead of Education*

Growing Without Schooling
2269 Massachusetts Avenue
Cambridge MA 02140

SECOND CLASS
POSTAGE PAID

41

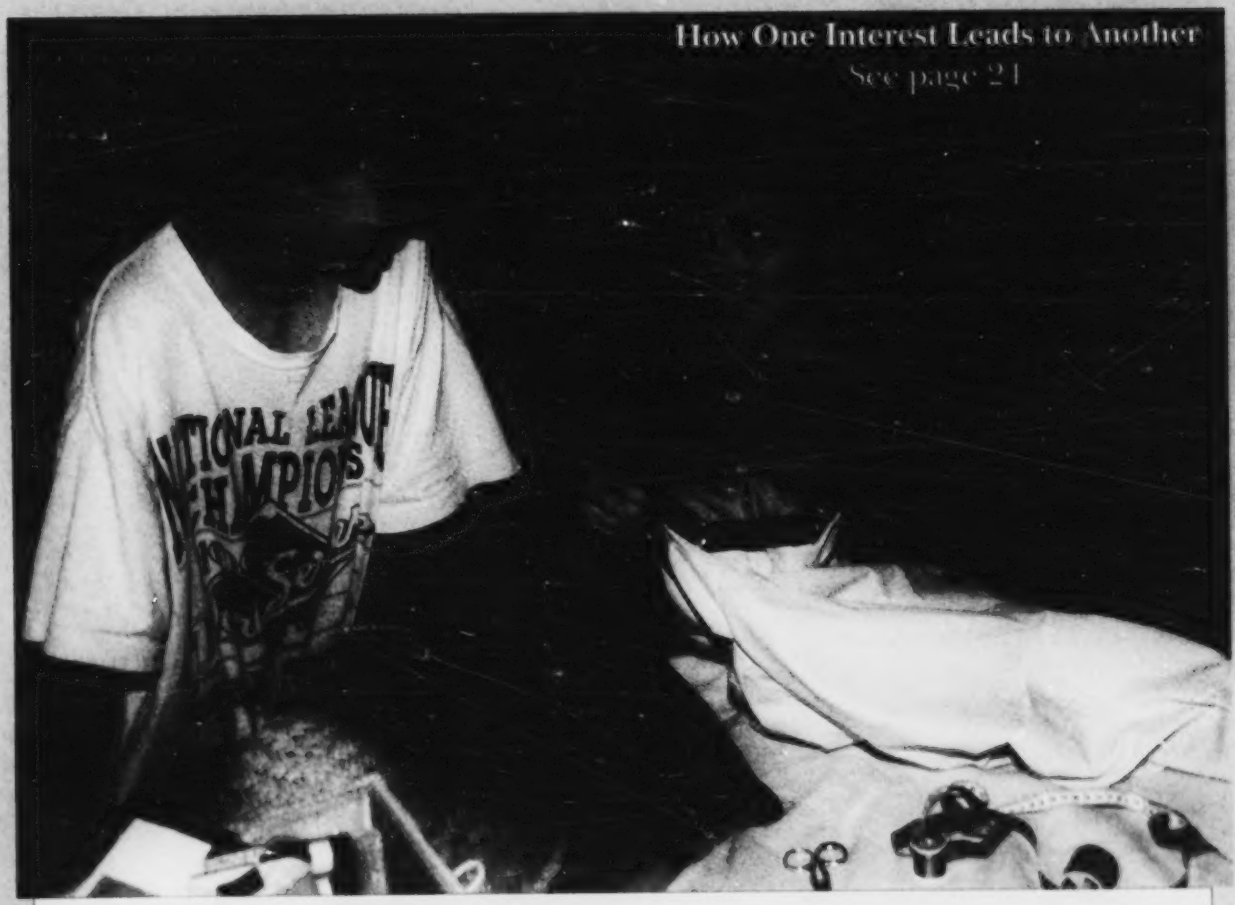
BEST COPY AVAILABLE

U.S. $6

Apr./May 1995

GROWING WITHOUT SCHOOLING

Issue 104



How One Interest Leads to Another

See page 21

From Child's Work to Adult Work

Math, Science, Reading

Teacher-Pleasing, Grading — and Learning?

Thoughts from Psychologists

Mothers Reflect on *Their* Work

PS 023270

BEST COPY AVAILABLE

Contents

News & Reports p. 3-5

How Many Homeschoolers in FL, Are Schools' Test Scores Accurate?, Local Access TV

From Child's Work to Adult Work p. 6-8

Grown homeschoolers trace the connections between what they did as young children and what they are doing today.

Before it was Called Homeschooling p. 10-11

Being out of school in the 1960s and '70s

Mothers Think about *Their* Work p. 12-14

Challenges & Concerns p. 15-17

Reading at 13, Socialization, Learning to Relax

Watching Children Learn p. 18-23

Earning Money, Learning in the Community, Detective Club, Typical Day, Playing with Math, Science by Mail

FOCUS: How One Thing Leads to Another p. 24-30

Teacher-Pleasing, Grading – and Learning? p. 31-33

Psychologists Reflect on Homeschooling p. 34-35

Opportunities & Activities p. 36

Additions to Directory, Pen-Pals p. 37-38

Book Reviews p. 39

Issue #104
Apr./May 1995

GWS

Founded in 1977
By John Holt

Editor - Susannah Sheffer • Publisher - Patrick Farenga • Contributing Editor - Donna Richoux • Bookkeeper & Editorial Assistant - Mary Maher • Office Manager - Day Farenga • Subscription Manager - Randi Kelly • Shipping Manager - Phil Cranshaw • Shipping Assistants - Annie Tummino & Jennifer Fitzsimmons-Gauger • Catalog Order Processor - Catherine Streiffer • Clerk, Book Review Coordinator - Maureen Carey • Computer Administrator - Ginger Fitzsimmons • Office Assistant - Mandy Maher

Holt Associates Board of Directors:
Day Farenga, Patrick Farenga (Corporate President),
Mary Maher, Manoj Padki, Susannah Sheffer
Advisors to the Board:
Tom Maher, Mary Van Doren, Nancy Wallace

GWS Illustrations by Emily Linn
Cover photo is of William and Alec Young. See Focus, p. 24.

Growing Without Schooling #104, Vol. 19, No. 1, ISSN #0475-5305. Published by Holt Associates, 2269 Mass. Ave., Cambridge MA 02140, 617-864-3100, fax 617-864-9233, email HoltGWS@aol.com. $25/yr. Date of issue: December 1, 1994. Second-class postage paid at Boston, MA and at additional mailing offices.
POSTMASTER: Send address changes to GWS, 2269 Mass. Ave., Cambridge, MA 02140
ADVERTISERS: Space reservation deadlines are the 1st of odd-numbered months.
Copy deadlines are the 15th. Write for rates.

In this issue

"Little children love the world. That is why they are so good at learning about it," wrote John Holt in the revised *How Children Learn*. Thirteen-year-old Rebecca Beirne writes in this issue of GWS about how studying one subject leads her into an ever-wider array of other subjects, and she concludes, "Basically, I love people and the world and want to find out more about both."

When I read that, I thought to myself: there it is, the heart of this issue's Focus and of the entire GWS philosophy. Learning is about embracing the world, not about being shoved into it; deciding what to learn next is like contemplating a banquet table, not like contemplating a trip to the dentist's office. The stories in this issue's Focus make it seem as if the world is full of doors. You can enter anywhere and eventually get anywhere.

But one cautionary word: Sometimes when people hear that, say, cooking led a child to learn about fractions, they will attempt to set up a similar situation in an effort to make this happen for their child as well. They think in terms of curriculum rather than learning, and they say, "I see; we'll do a unit on cooking and teach fractions through that." Yet to my ear, the child who tells us about learning fractions through cooking is saying, "I cooked because I wanted to cook, and because the world is so marvelously interconnected, because so many things involve other things, I found myself learning fractions as part of that other activity." That's the tone the kids in this issue's Focus take. They say that a particular activity or book or movie inspired them to go on to do or read or think about something else, not that they or someone else devised this course of study as a clever means of making sure that a particular goal got met. To put it another way, these kids didn't separate work from play or pleasure from challenge; they didn't coat the "medicine" of literature or history or physics with the "candy" of a video game or a movie or a song. Rather, they took each interest seriously, followed it, and found that one thing led to another.

In many ways this issue of GWS is about connections, but it's not about the connections that we can *make* happen. Instead it's about the connections that come about when kids are taken seriously, when work is defined broadly, and when paths are allowed to unfold in unexpected ways. Thus, we have a section in which grown homeschoolers describe how their childhood activities connect to their adult work, but these are connections they see in hindsight, not connections that they or their parents tried to mandate at the time.

As an experiment, try reading through these stories or the ones in the Focus section looking specifically for indications of how other people were involved in what the kids did. So often others were there, supporting, suggesting, inviting, responding, and generally sharing in the adventure. I can understand this. Traveling along the pathways of knowledge and experience with young people who have such zest for the journey is certainly *my* chief reason for spending time with homeschoolers! – Susannah Sheffer

News & Reports

How Many Homeschoolers in Florida?

Many people are interested to know how many homeschoolers there are in the U.S.. While figures for the entire country are only broad estimates, figures for individual states can be more precise, and we try to print these figures when a state organization makes them available. The January-February issue of the Florida Parent Educators Association newsletter reports:

Florida Statute 229.808 directs the Florida Department of Education to conduct an annual educational survey of Florida's schools. Homeschooling families who register with their superintendent receive this survey by mail, usually in October. ... Summarized below are some facts from these surveys.

1. Number of families and children registered with their superintendents (by official FDOE count):

1986-87: 1,901 families, having 2,579 children

1987-88: 2,716 families, having 4,137 children

1988-89: 4,153 families, having 6,035 children

1989-90: 5,344 families, having 7,703 children

1990-91: 6,356 families, having 9,992 children

1991-92: 7,203 families, having 11,048 children

1992-93: 9,378 families, having 14,208 children

1993-94: 11,228 families, having 16,740 children

Keep in mind that the Florida Parent Educators Association surveys indicate that only about 50% of Florida's homeschoolers register with their superintendent; almost all of the rest are [registered as private schools], and are not included in the counts above.

The state's survey asks homeschoolers their primary reasons for homeschooling, and the FPEA comments:

Since the 1991-92 academic year, 'religious reasons' have been a secondary motivator for registered homeschoolers. This indicates a demographic broadening of the flight of families from what the state's survey says they deem an unsatisfactory public system.

Are Schools' Test Scores Accurate?

[SS:] Whenever figures about homeschoolers' standardized test scores are available, these scores are generally in the high percentiles. Not all states require homeschoolers to take standardized tests, however; in several states, families can choose testing from among several options. Some critics say that this means the resulting test scores will necessarily be higher than average, since the kids taking the test are a self-selected group. In a sense, that's true – when parents do have a choice in the matter, they naturally prefer to have only those kids who are comfortable with tests be the ones who have to take them.

It turns out that many school systems do the same thing, however. An article in the 1/30/95 *Boston Globe* looks at the way school systems inflate their average scores by exempting some students from taking the test – the very students who are less likely to do well (students in special education classes, for example, and students whose first language is not English).

While it's irritating to learn that we are being misled by skewed figures, it seems that the more important point here is that it's not fair to judge *anyone* – school systems or homeschoolers – on the basis of these scores. In both settings, worrying about the test scores directs people's attention away from the real business of helping kids learn.

From the article:

In the late 1980s, test scores rose dramatically in the Oklahoma City public schools when then-superintendent Arthur W. Steller encouraged teachers to either flunk or place thousands of students in transitional grades.

Thousands of students were placed in special education or bilingual classes where they were often exempt from tests. The number of students tested during Steller's tenure dropped from 34,000 in 1984-85 to 19,000 eight years later. ...

Steller, now the Boston public schools' deputy superintendent, acknowledged that flunking students or putting them in transition grades would inflate a system's test scores, but he denied that Oklahoma City school officials sought to improve scores by excluding students. He also noted that teachers and parents, not superintendents, decide which students do not take tests.

Although there is no comprehensive study of exclusionary practices in the nation's school systems, anecdotal and statistical evidence suggest some public school systems ... exclude large numbers of students.

Many systems, for example, postpone the testing of students by flunking them, although current educational research opposes that practice. And systems exclude other students by placing them in classes for special education students, despite research that they may be better served in regular classrooms, specialists say.

Improving test scores matters mightily in the nation's school systems. The scores can make or break the career of superintendents and principals.

... The proportion of students included in reported test scores ranges from a low of 66 percent in Boston to a high of 93 percent in Memphis, according to a study last year of 14 large school systems conducted for the Education Writers Association.

... About three years ago, Forest Reece, then a member of the Oklahoma Board of Education, surveyed schools that had worked their way off the state's probationary list through higher test scores. He found that in 20

BEST COPY AVAILABLE

schools two of every three students had been exempted from state tests because of a special need or difficulty speaking English.

... "I've had administrators tell me they ask the kids whether he or she wants to take the test," said James Yseldyke, director of [The National center on Educational Outcomes at the University of Minnesota]. "If the kid says he wants to take the test, we give the test. Then we look at the test. If they did a real lousy job, we simply shred the results."

... Children across the United States spend the equivalent of 20 million school days a year taking tests. The annual cost to administer state and local tests and related services: $900 million.

"You don't have to be much of a statistician to know if you can knock out [the bottom] 10 to 20 percent of your class, your scores are going to go up," says Thomas Haladyna, an Arizona State University researcher . ...

Homeschooling in Guam

Chris Sims (Guam) writes:

Guam is a lovely place to homeschool. The Department of Education requires registration and recommends three hours of "study and recitation" for 175 days per year. There is no requirement for reporting on progress or testing. After the August 8, 1993 earthquake damaged so many classrooms, class sizes nearly doubled and many, many more families joined the ranks of homeschoolers, much, I'm sure, to the relief of DOE officials. When I pulled my daughter out of school (long before the earthquake), I got nothing but support from her teacher, the principal, the office staff, and the school counselor. They even offered me three years' worth of skills checklists and other resources!

Publicizing Homeschooling on Local Access TV

Ned Vare (CT) told us that he has been talking about homeschooling on local access TV. We asked him to tell other readers about his experiences:

Do you know how easy it is to get a show on TV? I can set up our camera on the living room floor, point it at a chair, sit down, reach out and turn it on, hold up cards with titles, read a script or just say what I want to say, end with a smile and maybe with my phone number or other information, and I can give that tape to the traffic manager of the local access TV channel. Bingo! I'm on the air. The show plays in rotation with others every few hours around the clock for several days. I can say or do anything that's decent and non-commercial. In this town, hardly a local issue comes up that somebody doesn't get a few people together to make a show that pushes one side of the issue (usually there are shows made by both sides). If I can do it, anybody can.

I'll back up: about two years ago, our son Jonathan, now 15, and I were invited to help videotape one of our town's regular public meetings, a selectman's or board of education (I can't remember). A few days later we went to a meeting of the TV group and were warmly welcomed, shown around the facilities, and were told that, with only a few sessions of (free) instruction, we could use any of the equipment including several cameras, lights, editing console, character generator (for making titles), and we could make shows on any subject we wanted. Of course, the technology is somewhat daunting if it is all unfamiliar, but it is designed to be incredibly easy to use, and familiarity comes quickly. Our town, Guilford, has about 20,000 people. Local access TV is a locally run, nonprofit, tax-supported (plus memberships) organization with the production facilities described above and a transmitting station at the community center.

Jonathan and I have helped tape several town meetings but have not yet used the facilities at the studio. I have taken a few training sessions in the editing area and feel that I could, with help, make a decent show by that method. So far, though, I feel comfortable doing it simply with my own equipment, a single camera. I have made three shows, using myself as a talking head. This way, I feel if I make a mistake it's easy to stop and remake it and no one else is inconvenienced. I write scripts for myself in which I talk about what is wrong with schooling and describe the option of homeschooling.

I think people who want to make their views about school or homeschooling known will find it easy to get the message on local TV and also in their local newspapers. I also write letters to the local paper, trying to inform people that the school experience is not relevant or necessary or even legally required and to tell people who are having a hard time with it that there is an alternative. It is hard to gauge the effect of this, but my impression is that there are lots of people who are fed up with the schools, especially those whose kids are having problems.

Office News

[SS:] We are excited to tell you that our Holt Associates-sponsored talk by Grace Llewellyn is set for June 15th. Grace is the author of *The Teenage Liberation Handbook*, the influential book that is our bestselling title, and the editor of *Real Lives*. We will mail information to New England folks on our mailing list, but if you're not on the list, or if you live elsewhere but expect to be in the area at that time, call or write us for the information.

Spring is homeschooling conference season for many groups, and as you can see in our Calendar section (next page), we'll be at several around the country. Then, this fall will be book publishing season as we welcome several of John Holt's books back into print: *How Children Fail* and *How Children Learn* will be published by Addison-Wesley, and *What Do I Do Monday* and *Freedom and Beyond* will be published, with new forewords and updated appendices, by Heinemann-Boynton/Cook. Heinemann will also publish my book *A Sense of Self: Listening to Homeschooled Adolescent Girls*. We'll be doing mailings about all these books, and if you know of any bookstores, libraries, groups, or individuals who ought to know about them, please tell us.

In January, Jerry Mintz of the Alternative Education Resource Organization brought us visitors from

Moscow's School of Self-Determination, one of the few alternative schools in Russia. We learned about the history and philosophy of the school and in turn described the history and philosophy of homeschooling. Alexander Tubelsky, the headmaster of the school, also mentioned in passing something that was quite intriguing to us: the Creativity Houses that are apparently common in Russia. As Alexander described them, these are houses in which people of all ages can come during their free time to play chess, play music, and do various other arts. From the description, they sounded much like the wonderful Pioneer Health Centre described in John Holt's *Instead of Education* – just the sort of gathering place our country needs more of.

In February Elsa Haas came to visit. Elsa is the former Holt Associate who now lives in Spain and who has published a Spanish-language GWS. Elsa tells us that there are now regular meetings of Spanish homeschoolers, which is exciting; in the past, homeschoolers in non-English-speaking countries have tended to be Americans living abroad rather than families native to that country.

To those who are still interested in helping with our back issue project: We can now use typists who have IBM computers if they use 3.5" disks. Contact Sue Miller at our office if you would like to help with this project.

Calendar

April 22, 1995: Maryland Home Education Association's 15th anniversary conference. Workshops by Pat Farenga, David Colfax, Nancy Wallace, others. For info: Manfred Smith, 410-730-0073.

May 2: Home Educators' Seminar at Chesapeake Central Library, Chesapeake, VA. Talk by Susannah Sheffer. For info: 804-436-8571.

May 5-6: Beach Educators Assoc. for Creative Homeschooling's Curriculum Fair at the Virginia Beach Pavilion Convention Center. For info: 804-474-0389.

May 5-7: CC-PALS Southern California regional campout at Joshua Tree Nat'l Park. For info: 310-831-4150.

May 13: New Jersey Unschoolers Network conference at Brookdale College. Workshops by Pat Farenga. For info: Nancy Plent, 908-938-2473.

May 19-21: Nat'l Homeschool Assoc. southeastern regional conference at Cedars of Lebanon State Park, Lebanon, TN. For info: SASE to Jacki Willard, 3135 Lakeland Dr, Nashville TN 37214-3312; 615-889-4938.

June 2-4: Clonlara Home Based Education Program conference at the Medical College of Ohio in Toledo, OH. For info: 313-769-4515.

June 10: Utah Home Education Association conference. Pat Farenga, keynote speaker. For info: Shauna Peatross, 801-964-8013.

June 15: Talk by Grace Llewellyn, sponsored by Holt Associates, in Cambridge, MA area. For info: 617-864-3100.

July 7: Nat'l Association of Catholic Home Educators conference in Manassas, VA. For info: Bill and Lisanne Bales, 703-349-4314. Ask about regional conferences in other parts of the country too.

July 7-8: Sitka (Alaska) Home Education Association conference. Keynote speakers Raymond and Dorothy Moore. For info: Molly Jacobson, 907-747-1483.

August 25-27: California Home Education Conference at the Radisson Hotel, Sacramento. Pat Farenga, the Colfaxes, Donna Nichols-White, many others. For info: Barbara David, 916-391-4942.

August 26: Minnesota Homeschoolers Alliance conference in St. Paul, MN. Susannah Sheffer, keynote speaker. For info: Sarah Kimmes, 612-755-5394.

We are happy to print announcements of major homeschooling events, but we need plenty of notice. Deadline for GWS #105 (events in July or later) is 5/10. Deadline for GWS #106 (events in Sept. or later) is 7/ 10.

Clarification

In my review of Sheldon Richman's *Separating School and State* (GWS #103), it may not be clear that Richman does not in any way refer to Murray and Hernstein's current book, *The Bell Curve*, nor to any other work that relates race to IQ. – Pat Farenga ◆

Beyond the basics...

Calvert School offers supplementary courses for children ages 5-13.

A leader in home instruction curriculum for nearly 90 years, Calvert School invites your family to join our creative adventures. Choose one of our specially designed enrichment courses including ***Melody Lane***, a music appreciation course on video for ages 5-8; ***The LITTLE HOUSE® Books Reading Guides***, based on the beloved series written by Laura Ingalls Wilder, for ages 8-11; and ***Discovering Art***, an art appreciation course on video with additional hands-on activities for ages 9-13. Each course comes with an easy-to-follow guidebook and all the materials you'll need to make learning fun. For more information on all of our home study courses, please call, fax, or write for a free catalog.

CALVERT SCHOOL

(410) 243-6030 • *fax (410) 366-0674*

Dept. GWS5

105 Tuscany Road • Baltimore, MD 21210

From Child's Work to Adult Work

These homeschoolers, now ranging in age from 18 to 23, trace the connections between what they did as young children and what they are doing today.

Growing an Artist

From Talitha Acheson:

I've always loved art. Ever since I was little I've been able to spend hours creating things. My parents were both into math and science and didn't really know what to do with me, but they always supported my artistic efforts. I remember when I started drawing on the walls, instead of yelling at me my Mom lined the wall with paper and let me draw to my heart's content.

I never knew anyone who made a living as an artist, so I just thought it was something to do as a hobby, just for the fun of it. As I got older I took a few painting classes, but none of the other students were serious about art. That confirmed my view that art was merely a hobby.

When I was 17 I found out that a friend of mine was going to art school. He invited me to come to Florida to take the class that had helped him get into art school. I didn't even have to think about it. I knew right then that I wanted to take that class – that I wanted to *be* an artist!

Talitha with her artwork – on her tummy at age 4, and on a canvas at age 23

That was six years ago. Since then I have gone through three years of art school and three more of painting on my own. I've had several pieces shown in juried art shows. For four years I've worked as an artist's assistant, painting detail on functional art cabinets.

My experience has taught me that if you give children the freedom to decide what interests them, it is imposible for them not to do it.

Making a Career out of What She Loves

From Eleadari Acheson (WA):

As a child I seemed to have a gift for getting myself into situations unusual for my age. I was athletic-minded from the start and easily got myself into and out of trouble. At 8 months old, just a few days before I learned how to walk, I crawled to the kitchen counter, opened the drawers, and used them as stairs to climb. My mom entered the room to find me happily munching on a banana on top of the refrigerator.

I competed strongly with my older brother and sister, trying to do the things I saw them doing. At the alternative school we attended before beginning homeschooling, my brother learned how to ride a unicycle when he was in the "Upper Group" (the older age group). My sister also learned and taught it to the "Younger Group." Not to be outdone, I practiced hard and managed to master unicycling while still in the kindergarten class.

I began taking gymnastics classes at age 5 and within two years was on a competitive team. I competed for one year, winning ninth- and tenth- place ribbons – perhaps not the best, but one of the young potentials. At the end of the year, my family moved. It took time to move and even more time to find a gym near my new hometown. When I started gymnastics again I was out of shape, had gained weight and had grown several inches. I quickly worked my way back to pre-team, but unfortunately a combination of poor-quality tumbling mats and my growth ruined my knees and I was forced to quit.

I wasn't upset for long. I found a new hobby to pursue. Our new house was located a quarter mile from a wildlife refuge with public access. As part of my homeschooling I started a wildlife journal and Bird Book (to keep a record of all the birds I identified). In two years I identified over sixty different species. I began studying the entire refuge, researching plants, insects, fish, minerals, and mammals as well as birds. In the fall my dad and I would go mushroom hunting. It was fun finding all the edible ones but I found it more exciting when we found the deadly but beautiful Fly Amanita or the hallucinogenic Liberty Cap.

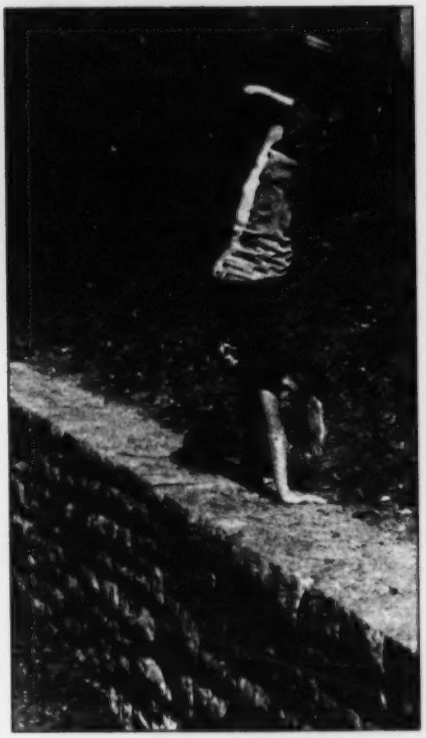
These experiences were mere games to me then – something to have fun at but hardly something to consider as a career. Neither of my parents were able to make a career out of what they loved to do so I grew up thinking that you had to do miserable

boring work to make money. At 15, my newly acquired job proved me wrong. My interest in how to control and coordinate my body gave me a passion for my job as a gymnastics coach. When one of my students perfects a skill it is a triumph for both of us. I have been coaching for five-and-a-half years, the last two as assistant manager in charge of two other coaches. I teach children 4-15 years old and have over ninety students weekly.

My study of nature has also blossomed. I've dug up a large portion of my yard and plan to plant over a hundred species of flowers, herbs, vegetables, trees, and fruit plants. I now plant my own mushrooms as well as find wild ones. I'm doing everything independently, from raising my own transplants in a makeshift hot frame to tilling the beds by hand with a pitchfork (although the hand tilling is more from lack of funds for a roto-tiller than any love of digging). I have plans to attend a community college in search of an Associate of Technical Arts degree in landscape design and installation.

As a child, people would ask me what I wanted to be when I grew up. That question confused me. There were so many things I wanted to be; how could I pursue just one? I liked to pound the piano back then. Now I've taught myself pieces even my pianist mom has trouble with. I'd love to play well enough to perform some day. I like to dance and once choreographed a production with some friends as a going-away gift to my best friend. I've performed in many amateur theatrical productions and helped create the set and do the lights for others. I have a reputation as one of the best babysitters and housesitters in the area and plan to build my own house and family. I have begun to explore two or three of my interests and the other hundred or so are merely on hold – not forgotten.

So instead of asking me what I want to be, I would rather people ask me all that I am.



Eleadari as a young gymnast and today (at far left, above), coaching others.

Taking All Work Seriously

From Amanda Bergson-Shilcock (PA):

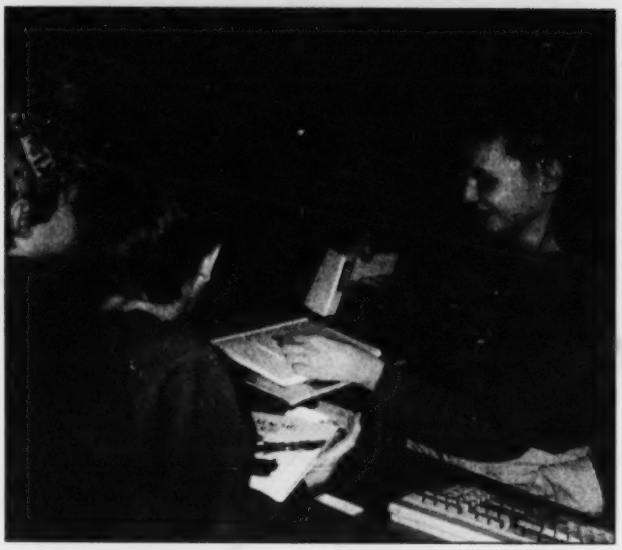
One of the most wonderful things my parents did for me when I was growing up was to take my work – whatever it happened to be – seriously. I can still remember the sheets of one-cent stamps my sister Emily and I used to get at the post office. Fifty cents bought enough stamps to last for a week or more of our private mail game. It was a perfect solution: inexpensive enough that my parents wouldn't go broke or feel guilty about using the stamps "only" for children's games and yet real enough to satisfy our wish to not just imitate the adult world but actually be a part of it.

I suppose someone else could have looked at two young children playing with real stamps and using real envelopes and paper and seen waste, but for Em and me it was real work. As we used our mail system to deliver letters and bills to our alter egos and other family members, we practiced and learned what others might call penmanship, spelling, grammar, punctuation and etiquette. Much of my "real work" these days involves writing in one form or another, though oftentimes it hides under labels such as letter, essay, e-mail, story, or even (now that I'm in college) homework. But a lot of what makes my life joyful and meaningful to me now began as a private mail game with my sister.

Another early influence on my writing was my immersion in our doll community, known as Dolltown. The dolls sent mail to each other too, although the challenge where they were concerned was often not the words themselves but fitting our important messages onto the tiny scraps of paper we used. Dolltown also had several newspapers, one of which, The Dolltown Daily News, lasted for some time. Though the DDN didn't always manage the daily part, the publisher/editor/ chief-reporter/advertiser/delivery-person (or, as the dolls said, Human Amanda) did her best.

What I loved about writing the DDN was the freedom I had within the constraints I set for myself. If one edition contained too much about the Lou family and not enough about the Peas, I knew I was in trouble, not only with my readers but with my own unspoken promise to be as fair and even-handed as possible in my coverage. I also set space requirements for myself (mostly because as head printer and paster, I didn't really want to have to do too much cutting and pasting – my interests lay much more in the writing end of things). Using the real newspaper that came into our house every Sunday as a model of sorts, I gave the DDN several sec-

BEST COPY AVAILABLE



Amanda in Dolltown, and at the library.

tions. Also true to tradition, the best and most interesting news went on the front page. It might have been difficult to see at the time, but writing about who was painting the dolls' houses or the latest decisions of the Dolltown Town Council not only honed my nuts-and-bolts writing skills but also gave me insight into the adult world of newspaper writing. No one was giving me deadlines, but nevertheless I knew what I'd be in for if the issue I'd promised failed to materialize on the steps of the plywood houses most of Dolltown inhabited.

Another game my sisters and I played over and over was Library. Given the large number of books in our house and our frequent trips to the public library down the street, it was probably inevitable that we would want to create our own library. This game was never as constant and ongoing as others we played, but it was something we would do intensely for several weeks or so. By far the best part was setting up. We'd haul out the card table and hunt up stacks of unused index cards. Then one of us (usually me) would search frantically for blue paper, while another (usually my younger sister Julia) argued for speed over authenticity and urged me to give up and settle for another color. (To my recollection, we never did. It was always blue. Blue were the cards in the real library's books, so blue would be the cards in our library books.) Once the blue paper was located, we'd start on the shelves. One at a time, each book would get a pocket (index cards and Scotch tape worked quite well) from Emily and a blue book card and white card-catalog card from me. If a book had already been through the library process in a previous version of the game, everything stopped while we hunted in a frenzy for the lost card(s). (Don't ask me why they were never in the book!)

A lot of what makes my life joyful and meaningful to me now began as a private game with my sister.

While Emily and I were occupied with this, Julia got the exciting job of shelving and reshelving the books. She also got to run upstairs and wake up Mom at regular intervals to ask if it was OK for us to put a pocket in this or that book that our parents had had for a million years. (I don't know why we always started this game in the morning, but we did, and Mom was invariably asleep – though not for long.) Once we had the library set up, with designated sections for various books and a card catalog and check-out desk complete with date stamp for the date-due cards, we were ready for business. For the next week or three, a steady stream of characters, all played by various members of our family, would check out books and then return them via our drop basket. Sometimes they read them, sometimes they didn't. Every once in a while we had a fine to collect.

I can't swear that this game directly resulted in my present-day job, but given that I now spend about 25 hours a week at our local library – and get paid to do it! – it seems a pretty good bet. In many respects, what I do now isn't all that different from what I did ten years ago in our house with my sisters. I still add new books to the library's collection, still hunt all over for missing items, still shelve books. Of course, these days we have a computer to do the check-in and check-out and serve as a card catalog. And the fines I collect are frequently much higher than the dimes we used to collect from our long-suffering parents. But the basics haven't changed – even if the child I was never imagined I'd spend large chunks of time searching for the origin of the phrase "Kaiser roll" or for a book to give to a child afraid of clowns! ◆

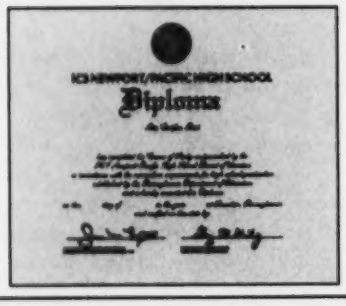
Finally, quality can be affordable, too...

ICS Newport/Pacific High School

Since 1890, International Correspondence Schools has provided challenging, comprehensive, and varied curriculum, and unmatched customer service to more than 10,000,000 men and women throughout the world..

Now find out why thousands of homeschooling families are choosing ICS Newport/Pacific High School for their curriculum and support needs....

Call toll free 1-800-238-9525 Ext. 7821 to learn about our



- **Accredited, licensed diploma program**
- **Wide range of academic and vocational electives**
- **Unmatched customer service**
- **Toll-free educational support for parents and students**
- **"Homeschool-friendly pricing"**
- **0% interest payment plans**
- **And much, much more....**

Here's what homeschooling families are saying about ICS....

My daughter recently received her high school diploma. The course materials were very comprehensive, clearly written, and challenging. My daughter, Kara, worked at her own pace which was very important to her. Her grades went from barely passing to nearly straight A's. My husband and I couldn't be more satisfied with ICS. In our book, ICS is a grade "A" school all the way!

Mary Pope, VA

When we decided that homeschooling was the way to go, ICS was right there for us. Their customer service and toll-free educational consultation experts are second to none, and the price just can't be beat!

Loretta Casper, PA

One of our big concerns about homeschooling was how to fit it into our budget. ICS's "homeschool-friendly" pricing and no-interest payment plan solved that problem and let us concentrate on the important things—like giving our son the quality education he deserves.

Clarence Gleason, FL

Newport/Pacific High School
America's Most Experienced Homeschooling High School

Licensed by the Pennsylvania State Board of Private Licensed Schools
333 Market Street, Harrisburg, PA 17126-0333

Call 1-800-238-9525 Ext. 7821

for a free information packet or enroll today!

Accredited by the Accrediting Commission of the Distance Education and Training Council

OR MAIL THIS INQUIRY FORM FOR MORE INFORMATION HOM 502

Yes, send me more information on homeschooling with ICS!

Parent Name_____

Student's Name(s)_____ Age (s)_____

Address_____ Apt.#_____

City/State_____ Zip_____

Phone ( ) _____ Dept. A4H045S

MAIL TO ICS NEWPORT/PACIFIC HIGH SCHOOL, 925 OAK STREET, SCRANTON, PA 18515

Before it was called Homeschooling

Being out of school in the 1960s and '70s

Guiomar Goransson-Martin of Ohio writes:

I've read with interest many stories of college-age homeschoolers and I particularly enjoyed hearing from grown homeschoolers in your issue #101. I have yet, however, to hear from any truly *older* homeschoolers like my husband and myself.

I'm 38 and I was homeschooled before it was called homeschooling. My mother had emigrated from Sicily and my father from Sweden. From the time he left eighth grade, my father had worked on ships in every capacity in many countries. By the time I was born, he was pursuing a career on the lakes during the spring-to-fall seasons and would ship out on the ocean during the winter when the lakes would freeze. My mother had originally begun a career in the U.S. singing opera. She married, had my brother, and then moved into the big band era as well as shows and musicals. She divorced and continued singing and modeling to support my brother and herself. My brother was an extremely talented pianist and was labeled a child prodigy at an early age.

My parents met in 1955, and by the time I was born two years later, they had settled in Detroit. My brother was twenty years older than me. Because our families were so spread around the world, we traveled a great deal. We went back to Italy or Sweden to see our relatives, we went with my father on his voyages just to be with him, we went to the islands in the winter to escape the Detroit cold. I thoroughly enjoyed this. I had learned both my parents' native languages well enough to communicate with my relatives and to me this seemed like a pretty normal lifestyle.

Of course, it was hard to attend school when we were on the go so much. I had always asked to be given my assignments before leaving, and sometimes they'd comply and other times not. At that time, there was no such thing as homeschooling. The school officials were always calling, dropping by, and otherwise hassling my parents whenever we were back in Detroit. My parents went to countless meetings with the principals and agreed to have me tested to the school's satisfaction. I always tested above my grade level.

I think I can attribute much of my learning to my remarkable family. When I was 3, my brother would play musical games with me, playing a segment of a piece on the piano and asking me to name the composer. My parents and my brother never talked down to me and our home was always filled with lively discussions about art, literature, and the entertainment world. But we weren't just bookworms and serious folk - not at all. My brother was a practical joker and a great deal of laughter filled our home as well.

I was never pressured into reading. It was just something I evolved into, I suppose from being surrounded by books and seeing everyone in my family reading them. Also, I was read to constantly.

I attended school sporadically. I didn't mind, except that the other children were curious as to where I'd been and were somewhat jealous that I seemed so privileged to come and go as I pleased. I also dressed differently, owing to my family's cultural backgrounds. I spoke differently, too – more adult and with a larger vocabulary. I'll never forget one day when I stood beside my desk to reply to a teacher's question about something. Before I had a chance to sit down, a little boy shot out from behind me, "Why are you always using such big words? Who do you think you are?" I was mortified. I really wasn't trying to impress anyone. I was just trying to answer the question as best I could. That was how I always talked.

My parents appreciated accuracy and proper grammar, but they had a hard time developing it themselves as English was their second language. When I was about 12, both my parents asked me to help with their English correspondence. They bought me a typewriter. I taught myself to type and would retype letters for my mom, putting in the proper spellings and grammatical corrections. My father would write out his business correspondence in longhand, and I would make all the corrections and retype it on company letterhead. This was important; this was real! I was being given true responsibility. I took this very seriously, read every book on secretarial practices I could get my hands on and learned how to use a dictionary well. This experience was the most important in my life in learning to be literate and responsible.

Around that time, we moved to a home in southern Michigan. All was well until I registered at school and began to take time off. This was a very small school system and they had a big problem with my family's schedule. They refused to promote me to seventh grade even though I'd been tutored all year by my brother (who now held degrees in anthropology and sociology), passed the final exams and state testing. Their argument was that I simply did not have enough physical presence in the classroom.

My inventive mother looked up a lawyer who happened to have the same last name as us. He was not a relative, and we never said he was, but I think the school simply assumed it. After a phone call from him and a promise from my mother to have me tutored over the summer by a certified teacher, they promoted me and all was well.

In the meantime, my brother had opened a hair weaving salon, a new process then. I helped him by answering his phone, stuffing envelopes, and booking appointments. He was soon to be married and the future looked bright. Then, tragically, he was killed in a car accident and a very important person in my life was gone.

We still traveled a lot after his death, but I felt it was time to stop having to feel under the gun of the

local school officials. The only way I could do this was to finish high school (I'd just begun eighth grade). I found out about the American School in Chicago, enrolled, and finished a year later with two more credits than necessary in a college prep program and also a separate certificate in executive secretarial practice.

So here I was, 15 and a high school graduate. I applied to Katherine Gibbs, a rather exclusive secretarial junior college in New Jersey. I traveled there to take the entrance exam and to be interviewed. They told me I was the youngest person ever to be accepted. After thinking it over, I decided to attend somewhere closer to home. With my brother gone and my father always at sea, I worried about my mother. I could see that my brother's death had taken its toll on her.

I was accepted at a local one-year college for secretarial studies. After that year I applied and was accepted into three different nursing programs (I'd always been interested in medicine and thought nursing might hold a career for me). After finishing this, I worked for a few years in various nursing positions and had a job interview set up at a hospital in New Orleans. However, I considered again that my mother would be alone, and decided not to go. I finally decided, too, that nursing was not my cup of tea. It was fortunate that I had not left as my mother died within the year, I think of a broken heart. She never did quite recover from my brother's death. I went back to secretarial work although sometimes I tried to combine it with nursing and worked in a laboratory for a chemical company performing secretarial duties.

I met my husband at this point, at the age of 22. He was 22 himself and was just closing his booking agency that he had begun at 19. He had always been seriously interested in music, and by the time he was 15 he decided to leave school to devote his life to music. This did not set well with the authorities and they refused to release him. He tried to convince them he was a juvenile delinquent, but they knew what he was up to and ignored him. The school principal finally ran out of patience when my husband squirted a tube of paint in the face of another student who was taunting him in art class for not participating. That got their attention and they let him go.

To cut to scene, Tom and I, two old homeschoolers, have a business which we've spent the last sixteen years building. We specialize in entertainment-related products such as actual vintage movie posters, items that actually belonged to famous people (costumes, photographs, autographs, various memorabilia). We sell these things mostly mail-order now. We also have a manufacturing facility which supplies many major theme parks with their souvenirs. We did not learn anything about starting a business from school. I don't see how anyone could be prepared, just by reading about it, for all the strange and unexpected things that come up in business.

We have an 8-year-old son, Tommy, who is homeschooled. From the day after he was born, he's been surrounded by the sights and sounds of our business and, like his father, he has a vast imagination and creative abilities. He's a remarkable sculptor and has his own "creature shop," a room I set up for him as his creative workshop. He has a tutor twice a week, a certified teacher who concentrates mainly on reading and writing. I'm very happy with how he's progressing. Most people remark upon what a polite, sensitive, intelligent young man he is, and that's what's really important, isn't it – that our children grow into good human beings.

I've learned that learning is something you do all your life. My life would seem absolutely boring if I could not explore new subjects, learn new skills, or enlighten my mind. I'm proud to have been a rebel before my time. People ask me whether I don't think my son will be socially or academically handicapped. Most people aren't aware of the particulars of my education. When someone asks me how I think homeschooling will affect my son, I ask them if they think I seem like an unsocial, uneducated lout. When they say no, I reveal that I'm a homeschooler myself. Obviously I came through it fine, don't have two heads but appear normal, reasonably intelligent, and literate. I can hold my own with people on any level of education and get along well with all kinds of people (you simply must if you want to be in business!).

I would be interested in hearing from any other homeschooled "oldsters" like myself. Perhaps there were others who didn't even realize they were homeschooled until it became a more common practice.◆

Enhance Curriculum
with
AWARD WINNING
STORYTELLING
by Jim Weiss

14 National Awards

- Sherlock Holmes for Children (cs/cd)
- Arabian Nights (cs)
- Good Night: Acclaimed Off-to-Sleep Tape (cs)
- Tales From Cultures Far and Near (cs)
- She and He: Adventures in Mythology (cs)
- Three Musketeers / Robin Hood (cs)
- Greek Myths (cs/cd)
- Tales from the Old Testament (cs)
- King Arthur and His Knights (cs/cd)
- Fairytale Favorites in Story & Song (cs)
- RipVanWinkle/Gulliver's Travels (cs)
- Animal Tales (cs)
- Mystery! Mystery! for Children (cs)
- NEW The Jungle Book (cs/cd)

"Storytelling in its best incarnation." Home Education Magazine
"Enthralling adaptations...remarkable voice changes" ALA Notable Committee
"Weiss is a gifted storyteller..." ALA Best of the Best for Children
"A great way to lead young listeners to the fiction shelves." Booklist
"Weiss' voice is liquid gold." CNN TV

GREATHALL PRODUCTIONS
P. O. Box 813
Bolinas, Ca 94510

BEST COPY AVAILABLE

Mothers Think about *Their* Work

Two long-time homeschooling mothers reflect on what the years have given them and describe their transition to a different kind of working life.

Deciding to Get a Business Degree

Jo-Anne Beirne (Australia) writes:

Susannah's piece in GWS #101, about college and work decisions, ends, "Adults who want to be helpful to the children ought not to think only of the children. We need to look closely at ourselves as well." That really hit the spot for me, finding me as it did on the horns of a dilemma about me as a person and a homeschool mother.

For a number of reasons, including (perhaps) because I am coming up to age 40 and (perhaps) because my oldest, Gregory, has undertaken some university-level study units this year, and even maybe because I helped organize a twenty-year reunion for my high school class, I have done a lot of rethinking about my own education, and about education in general, this year.

While organizing this reunion, I found that nearly all my female classmates and the male classmates' wives worked full time, and many had university degrees. Furthermore, most of them had under-4 year olds (my oldest is 14). Needless to say, out of 200 I felt the odd woman out. Still, I should be used to that. So many of my classmates nodded sagely, "We knew you'd turn out different!" I know that this is the real world, and I do live in it, but really, GWS, homeschooling support groups, and well-trained family and friends had effectively shielded me for some time now without my realizing it.

So, despite being a confident person, competent at homeschooling and taking a small role running a company with my husband, in many ways I started to feel 38 and kind of inadequate, especially given that I had not completed a university degree and many of my classmates had, or were in the process of doing it.

So, what to do? I couldn't possibly return to medicine, where I'd started out, because I was never suited to it in the first place. I didn't figure I could do an education degree (imagine how I'd argue with the lecturers and the other training teachers, given how I feel about schools?). I'm interested in science but what would I do with a degree in it – work in a lab? Would they have me doing anything but operating a machine?

I couldn't ignore the problem. When I mentioned my predicament to another homeschooler, he encouraged me to apply for a business degree. I am quite interested in marketing, because I have a little experience doing it both for homeschooling and for our company. As I prepare documents about homeschooling somewhat regularly, I thought, why not give it a go? I submitted these documents, some references, the Australian Homeschool Journals I had published, and the detailed program of study that I had compiled about the work the children completed in 1992-3 (about 200 spread out pages of QuarkXpress document with photos, graphics, and plenty of jargon). As a result, I was accepted for a one-year graduate diploma in management, which, if completed successfully, would mean direct entry into an MBA program. I was surprised and delighted and would encourage anyone to consider using their homeschooling documentation as a basis for such an application.

Things are not as simple as I had hoped, however. Certainly the acceptance was just the boost I needed to restore my confidence in myself and my potentional, but now I am feeling quite wasteful and ambivalent about the thought of leaving my children for large slabs of time, about the cost, and about the whole idea of studying accounting, marketing, and management. In a way, I feel I've had an MBA in this already for quite a long time! But on the other hand, why should I get this opportunity and not take it? By homeschooling, am I living through my children, as it were?

In many ways I admire others and myself for being different. I homeschool, am into alternative medicine, organic food, and homebirths, and I always loved the way John Holt said his schooling wasn't relevant. Nonetheless, being different can be painful. Certainly when you're knee-deep in breastfeeding and diapers you can ignore the standards (degrees, titles) that most people measure themselves by, but when lots of people you really admire and enjoy conversing with question your choices, it's time for soul-searching.

I am quite aware that my children have a perfectly marvelous life compared to the one I had as a child. They enjoy a great deal of freedom, they experience mutual respect, they are loved and cherished, they are competent, self-motivated, and happy, they can curl up and read a book pretty well anytime they like, they are involved in a huge number of activities that they love, they are pursuing academic studies at a high level.

I also realize that I have become very well-educated as part of this homeschooling process – not in terms of a piece of paper but in terms of the reality of dealing with four individuals who learn very differently, have skills and specialties in incredibly different areas and need to find resources to feed those skills. I can now use a microscope and identify myriad slides from a histology text. I have had to read more and more complex literature (thanks to Rebecca, 13, and to some inspiration from Kendall Hailey, author of *The Day I Became an Autodidact*). I have learned spreadsheets and IBM commands and management theory. I have had to learn to read music, and fast, too – when my son Stephen is playing a five-page Bartok piece in one minute and 40 seconds and you're the official page-turner, you'd better know where you are up to

and if there are any mistakes!

Nor have all our homeschooling achievements been academic. As they get older and involved in more outside activities, I have been known to admire my children's interpersonal skills (as do many other people) and I know that they are so good precisely because they were never socialized at school.

So I should be happy, and I am, but what about me? Am I challenging *me*? Someone asked me the other day, "You've been involved in their lives for so long; what are you going to do when they're gone?" Good question! In other words, is this my life's work? Do I want to be 50 and wondering what on earth I'm going to do for the next thirty years? I strongly support the idea that good mechanics, drivers, teachers, managers, doctors, etc. keep getting educated throughout their lives, and I do pursue my education through journals, etc., but is this enough? What is the balance, in terms of time, between what I do for me and how much that takes away from my kids and their life with me and their education. Especially when I still see homeschooling as my number one priority and there are four of them going who knows where (often with me driving)? Also, I still have another ten or more years of homeschooling to pursue, given that Mary-Beth is only 5.

Of course, all these deliberations affect my children's lives as well. Why do I want my kids to go to university when I didn't? To meaure them by standards of peer pressure I've never lived by myself? For the truly pleasurable experience of pursuing learning for learning's sake? So they have better job prospects? I remember my father pushing me to go to university and being very unhappy when I dropped out. Will I feel the same way if they do the same thing?

I'm starting to realize that when adults sigh and say, 'Teenagers!", they're probably only so emphatic because the parents are feeling mixed up about where they are going themselves, sometimes. But I did feel slightly consoled today when I heard a 50-year-old friend remark to my mother, "I still have no idea what I'm going to do when I grow up."

Parents' Transitions

Madalene Axford Murphy (PA) writes:

In GWS #101 Susannah Sheffer wrote about the importance of parents' examining their own attitudes toward careers and life in general because our example, how we are living our own lives, is a major resource our children use as they decide what adulthood will be like. This is particularly true for homeschooling families whose children tend to be more aware of what the adults around them are doing.

When my husband Tom was working in the labor relations department of a company whose philosophy was changing, he spent most of his day away from the family and involved in issues he was not interested in. We talked often of his quitting his job, our selling our house in a suburb of Philadelphia, and moving to the country – but after the children were out on their own, when they were no longer dependent on us for food, clothing, medical care, and the rest of the long list.

At that time, we had been homeschooling for about ten years. We were dedicated to helping our children open up the worlds of mathematics, literature, science, and history and the skills of writing and thinking well, and to encouraging them to follow their interests. But we finally realized that we were also showing them through our example how to be stuck because of inertia, a misplaced sense of "duty to the family," or just plain fear, spending the majority of the day in a job that did not allow for growth and was not integrated with what we felt was important.

We decided to move to rural northern Pennsylvania where the cost of living was low. But abject poverty was not our goal, so we spent three years of preparation filled with hard work – sometimes intense research, sometimes emotional agonizing, sometimes hard, physical labor as we prepared one house for sale and made the old farmhouse we had bought livable.

Five years ago Tom quit his job and we moved, taking a great leap of

Creative Homeschooling

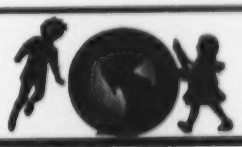
Grades K-12
Since 1975

Integrative Learning
For Body, Mind and Spirit
Oak Meadow School
Post Office Box 712
Blacksburg, VA 24063
(703) 731-3263

Pinewood School Brings Home Education to You

(303) 670-8180
Olivia C. Loria Director

112 Road D Pine Colorado 80470
Serving Home Educators Since 1981



HANDS-ON PRESS

At Hands-On Press, we believe that the best learning is done hands-on. It's been proven again and again. That's why we specialize in independent learning guides full of activities to excite young people.

We also know that students are individuals, and will have differences in areas of interest. Our self-directed guides provide them with room to run in areas they find most interesting, and plenty of suggestions to enable them to go a little deeper.

Please call or write to us for more information. At Hands-On Press, we're putting the fun back in learning!

2601 ZEPHYR Dept G
COLO SPRINGS CO 80920
(719) 593-1816

faith, since we had no new job waiting for us. We have not starved. Tom is now teaching at a small university nearby and writing too, and he feels that his life is much better integrated than it was before. We have also managed financially to help our oldest, Emily, through college and our second, Christian, through his first year.

But our move was certainly not our final transition. About two years ago I began to realize that while we had been aware of the need to prepare Emily for college and were in the process of helping Christian prepare, we were not as aware that as parents we might also need some preparation for the transition we were going through. I had always been involved in some nonfamily activities, mostly volunteer work, but I began to think about the possibility of getting a part-time job to help out with college expenses and the cost of house repairs when Clare, our youngest, was the only one left at home.

Soon after, I was presented with a difficult decision. Tom was offered a job as director of an art and cultural center in a nearby town. It was a part-time job but there was no way he could accept it since he had already agreed to teach full time the next year (and was enjoying the teaching). We began to discuss the possibility of suggesting to the board that we hold the position jointly, with it essentially becoming my job during the year that Tom was teaching.

If the offer had come two years later, I would not have hesitated. The job was ideal in many respects, with variety and flexibility. But Christian and Clare were both still homeschooling and we were growing a good percentage of the vegetables we ate. There seemed little extra time for me to have a job.

I – and the rest of the family – began weighing the advantages and disadvantages, and the advantages began to win out. In a small rural community like ours the number of interesting jobs is limited and in two years when I would be ready this particular job would very likely not be available. Moreover, it would be an interesting addition to our lives since Clare, and Christian for a year, would have the opportunity to meet a number of interesting, creative people and be intimately involved in the cultural events in the community. And so, with some fear and trepidation, I agreed to submit my name to the board. Their response was not unexpected: a request for my resume.

I found that although I had been technically unemployed for years, homeschooling had allowed me to develop skills that were very marketable, at least in this instance. The job I was applying for involved scheduling, publicizing, and setting up art exhibits each month and workshops, concerts, lectures, and other events throughout the year. As a homeschooling parent I had, among other things, written articles, organized science fairs and other events, kept records of what the children were involved in, developed daily schedules for myself and helped the children organize their time, discovered and developed resources to support their interests. After receiving the resume, the board offered us both the job.

I knew the first year would be grueling since not only would the job be new but Christian would be making his final decision about college, with all the long discussions that would entail and then the paperwork involved in applications and financial aid forms. But somehow expecting it to be grueling helped. This year has a bit more breathing space in it, but the job is one of those that can invade more and more hours in the week if I let it. Finally I had to sit down and clarify my priorities. Homeschooling is still the most important, which meant I had to make sure I reserved time when Clare would have my full attention.

I'm not advocating that all homeschooling mothers who have not worked outside the home during the child's growing up (or fathers, if that has been the situation) need to get a job when their youngest is a teenager. But this transition is something we homeschooling parents need to think about. When parents have been as involved in their children's lives as we have been, it is sometimes difficult to let go, to give them the freedom they need to finish their maturing process. My job now seems to occupy the same place that my quilting occupied when the children were young. It kept me busy so that I was not hovering, but I was still available to help out with a tough math problem or to tell them how to spell a word or to delight in a discovery they had made. My job means that I am not trying to live their lives for them now but, even for Christian and Emily, my time is still flexible enough that I can be available when they need advice or a ride to or from college.

We all feel reassured when we see that homeschooling has not limited our children's futures. There should also be a measure of reassurance in discovering that years of homeschooling do not seriously limit the employment prospects of the parent, either. If we use homeschooling experiences to get work we enjoy, this can be another good example for our children as they began to sample the joys and challenges of adulthood. ◆

Cambridge Academy

Your bridge to success

- grades 6-12
- accredited diploma
- affordable tuition

1111 S.W. 17 STREET, OCALA, FL 34474

Cambridge Academy builds the bridge between creative home education and the demands of today's structured world. Our philosophy is to foster a life-long love of learning while providing our students with the tools they need for success. Enrollment in a complete program or in individual courses for credit includes superior books, study guides, record-keeping, testing, grading and toll-free tutoring. Individual courses, complete with tests and teacher's resources, may be purchased for self-teaching.

Discover the *Cambridge* approach to homeschooling!
Call 1-800-252-3777 for your free video!

Challenges & Concerns

Learning to Read at 13

Roni Laliberte (NY) writes:

One of my biggest concerns over the years has been that my son couldn't read. I tried many different methods to teach him, but no matter what I did, it ended up with him crying in what I assumed to be frustration. When he was 8, my children had to go to public school for a year (because of my work situation). While I wasn't happy about the situation, I was curious to see if the school could teach him to read. It didn't happen. They tested him. He was fine and bright. They put him in remedial classes. I believe he was humiliated and ashamed of himself.

For the next four or five years, when we were homeschooling again, I read all his books to him. Every few months I asked him to read to me for a paragraph or so to see how he was progressing. His reading really wasn't coming along. I questioned our unschooling method; I wondered if I was doing him a disservice by not seeking professional intervention. But I also remembered what I had heard and read about late readers and I tried to stay calm and peaceful and patient.

I had heard that when children get their big teeth, they learn to read. I heard that when children are between 10 and 12, they learn to read. I heard that when children develop an interest that makes reading necessary, they learn to read. None of this was happening.

Last winter I was rereading *The Catcher in the Rye* and read a funny paragraph to him. He must have liked Holden because he picked up the book and read it every night in bed. It took him months to finish it and he often spelled words for me to interpret for him. After that, he seemed to be on his way. I think he felt proud that he had read an adult book and I think he learned that books can be thought-provoking and poignant. Next I gave him Laura Ingalls Wilder books to read because the print is bigger and the vocabulary smaller. I wanted him to have the success of reading more quickly and to get lots of reading practice. He read three or four of these books and has moved on to James Herriot. These books are a challenge because of the dialects in them. I believe if he can read those, he is a reader. Finally, at age 13, he is a reader, and I feel a great sense of relief.

I am grateful that I adapted to his individuality as much as I did. I am also grateful for the support I've had from other unschoolers in the homeschooling group I belong to. Unschooling has taught me many things over the years. I need to focus on individual strengths more and fret about individual weaknesses less. My son walked at seven months but didn't read until he was 13. And that's OK. What a great lesson for me.

Older Homeschoolers Speak Out on Socialization

Ivy Lofberg of Wisconsin writes:

Oftentimes when I talk about homeschooling, others begin obsessing over the subject of socialization. They talk as if school is the only place for friendship. I believe this is because many of them see friends in their age group as their exclusive family. I think school perpetuates this by creating an atmosphere where adults are the dominant ones and control where the students go and for how long. Naturally, the students form a quiet pack against this authority. No one was born wishing for outside forces to steer them in all directions. I do not think it is natural for people of the same age to be locked in a schoolhouse for hours, under the submission of adults. The children grow to hate anyone who reminds them of this degrading experience, so it seems that all adults who enter their lives are hated.

Over my two years of homeschooling, I have grown to know, respect, and care about many people who are considerably older than I am. I volunteer at a wildlife rehabilitation center where the people I spend time with are between 20 and 50 years old. The high school students work in the evenings or weekends so I barely see them since I have a weekday morning shift. When I became friends with the people at the center, I realized that age was irrelevant. We all loved wildlife and that's where we connected. I feel deeper friendships with these people than I did with people at school because all these volunteers come to the center out of choice and love. They are in a place that feels right for them, where they are doing something that feels good and wholesome and participating in a greater good. A community forms from this, a tight-knit group of passionate, friendly people.

I believe this feeling of community can be stifled in school because children are forced to be with people of whom perhaps one or two will have similar interests. These interests are rarely supported in a healthy, loving way. At the wildlife center, we understand that we are all in it together and the only way to keep the center going is through teamwork. No one is forced into this teamwork and we know if the volunteer work is no longer right for us, we can stop and move on. We see one another as people who love wildlife, and it's recognized that combining that love from all ages is what makes the center strong. Working with a wide age group has given me confidence and helpd me feel comfortable with adults I previously feared.

A good friend at the center said to me, "Well, you're obviously well socialized. How many 16 year olds can

BEST COPY AVAILABLE

sit around with 30 year olds and carry on a straightforward, mature conversation? I think there really is a difference with homeschoolers. There's an easy confidence that I haven't seen in school kids."

I cannot imagine all that I would be missing out on if I excluded somebody because of age. I recently took a weekend trip to New York, without my parents, on a Best of Broadway Theater Tour. I was the youngest on the tour but this never worried me. I felt very fortunate that I had gained the ability to see the adults in the group as human beings like myself because the trip would have been very lonely and difficult for me otherwise. My new attitude has opened doors to me; I no longer worry that there may not be people my age at an activity.

To me, being genuinely socialized is having connections to all people regardless of race or age. It is accepting all and excluding none. Being truly socialized is being comfortable enough with yourself that you are comfortable with all people. Homeschooling has given me the opportunity to discover this and it is something I will cherish throughout my life.

Grown-up homeschooler Eleadari Acheson (see p. 6) writes:

I was enjoying a cup of latte at my favorite espresso bar a while back. One of the employees was a good friend of mine and when he could take the time we would talk. He was helping a customer when a man I'd met a few times before entered the shop and we began a conversation. We got on the subject of homeschooling and he immediately stated, "The biggest problem I have with homeschooling is that you can't socialize."

Now, I've heard that statement so many times it's not even funny. What I do find amusing is the fact that most of the people making the statement have absolutely no idea what they are talking about. Please permit me a little sarcasm here:

I had a tortured childhood. I had to play *all day*. When I visited my homeschooled friends, we would often play from morning until bedtime. When there were no friends available I was forced to socialize with (gasp!) adults or, even worse, spend time with only myself. It wasn't until I made some public schooled friends that I got a decent social life. We would go watch afternoon cartoons and only talk during the commercials.

My days were not at the mercy of a timed bell that cuts off conversations in mid-sentence like an intrusive mechanical god. What kind of social behavior was I learning when I could talk to whomever I wanted, whenever I wanted? Obviously I was socially stunted. If I had been forced to attend public school I could have had the chance to sit in the local coffee shop, like this man, spewing out whimsical, unorganized opinions rather than enjoying a peaceful, loving conversation with my friend.

Please forgive my defensiveness. I've had so many people make un-

Clonlara...Home Education In A Class By Itself

Clonlara serves all age ranges - early education through secondary.

CLONLARA SCHOOL HOME BASED EDUCATION PROGRAM

Clonlara School Home Based Education Program is one of a kind. It provides home educating families with a comprehensive, innovative program, offering parents and their children choices galore.

Clonlara School gives families:
- peace of mind
- fully-functioning private school
- help in designing and operating your program
- counseling and guidance
- a subscription to The Learning Edge Newsletter

Pat Montgomery, Ph.D
Director

57

For more information-

Clonlara School
Home Based Education Program
1289 Jewett Street
Ann Arbor, MI 48104
(313) 769-4515

founded negative assumptions about my homeschooling that it has gotten me a bit angry.

If you are worried about whether your homeschooled child will have a good social life, think on this. It is through observation that children learn. Observe yourselves. You no longer attend school. Do you socialize? Most people have a favorite place they like to go to meet people or to bring friends to: the library, church, a restaurant, a social club, a bar, etc. These are usually places where the people you like gather. Children observe this and then through trial and error they find their own favorite places. Sometimes a little encouragement is OK. My mom encouraged me to go to a Christian youth group I'd been invited to. I was not a Christian and was wary about going. When I finally did go, I loved it. I made many friends and went back every week for two years.

You need not attend school to socialize. If you desire friends, just open your eyes. They'll be right in front of you.

Mother Learns to Relax

Nancy Peidelstien (WI) writes:

My best advice to anyone beginning to homeschool is: Relax. I am a master worrier, so of course I applied my skills through the years to fretting about academic progress. Alice is 13 and April is almost 8. Alice attended some school during her early years; April has never been to school. They are both *fine*.

Most of the pressure I felt to parallel the schools at home backfired, particularly when it came to writing. Alice, at 12, learned easily what I had hoped for her to learn at age 5 or 6. Writing ("printing") was torture for her at a young age. A year or two ago, I finally let the "teacher focus" I had developed throughout the years give way to the "Mom" I used to be. The result has been a happier, more inspired household.

When homeschooling was less widely known, I sometimes felt we had to be a model family to justify what we were doing. It quickly became apparent that we would not be everything that others wanted us to be. Some of my worst parenting – *most* of my worst parenting – has been when I felt we had to measure up and was embarrassed when we didn't. My best parenting has been with patience, guidance, patience, guidance, hard work, patience, guidance, and patience.

Another thing I've discovered about homeschooling is that while I love dearly and admire the people in our support group, more complete support has come from those who simply believe in us and what our family is doing – our friends through thick and thin. Many of them do not have children of their own and I am so appreciative of their confidence in us.

About six years ago, a school teacher told me that her impression was that to do homeschooling well, you had to either be very organized or lead a very interesting life. I think there is a certain amount of truth to this. I prefer the "interesting life" method. ◆

FREE *CBSI 486 Computer*

Earn $4,000 Per Month Performing Needed Services For Your Community From Your Home With A Computer!

Begin part-time and still retain the security of your present position. You do not need to own or know how to run a computer. If you purchase our software and training material, we will give you a computer. If you already own a computer, we will give you a discount. We have been in business 11 years and have developed 20 services you can perform for your community. You will be assigned a program advisor who will help you start the programs that will fit your background.

Start now and build a lifetime business from your home that will benefit you, your family and your community.

To receive free cassettes and color literature, call toll-free:

1-800-343-8014, ext. 58

Or Write:

Computer Business Services, Inc.CBSI Plaza, Ste. 58, Sheridan, IN 46069

Watching Children Learn

Kids Earning Money

Julie Scandora (WA) writes:

Barbara Benson's article in GWS #103 about her children earning money ties in with my ideas. I am glad to hear of another parent who shares in the spoils as well as the labor. For several years, my children sold juice and cookies on hot days. It was not unusual for them to take in more than $25 in two hours. Yet I am the only parent on the block to require reimbursement for materials and food the children used or sold.

Yet the requirement to repay me never hindered them. In fact, they set up their stand more often than all the neighbor children combined. They did most of the work, including baking cookies and cleaning up. Maybe because they invested more of their own time (rather than, for example, selling what Mom had baked, as did the other children), they found more satisfaction in their work. They learned how to deal with the public, too: when one man gave them an 11¢ tip and suggested they have a cup marked "tips" so they could get extra money, they politely smiled. They knew that they got much bigger tips by *not* having such a suggestion on display. They learned about marketing: even though they liked peanut butter cookies for a change, the public overwhelmingly prefers chocolate chip. They learned basic arithmetic: how to handle money, how to figure change. They also learned finance: while the profit margin is fantastic on cookies, they also needed to sell the less profitable juice to get customers.

I was glad to see that they had a balanced view of their money-making venture. When they could get a friend to join them to help pass the time when sales were slow, they were glad for the company. Even though it meant less money for each, it was more important to have fun than to make a lot of money.

Learning in the Community

George Thabault (VT) writes:

It's a rainy Monday, 35 degrees, in early December. Mom's back at work after a nice weekend with the kids, Drew (8) and Jamie (5). Adjustment time. Snuggle up and read the last chapters of *Strawberry Girl* by Lois Lenski.

What next? A couple of chores, but then the vacuum cleaner breaks. This is a message. Get the bathing suits, we're going to the Y. Bus downtown in late morning, trudge through the cold rain.

Aha, friends join us for the one-hour swim in the program pool (warm water). Kids boisterous, leaping and jumping, practicing the "streamlining" they learned this past summer from their cousins. We adjourn later, two families, to City Market down the street, a warm and informal little restaurant. Rain still pouring down.

I get two rolls to go with the soup we brought in. Kids start munching but then stare at a figure huddled out of the rain on the front steps of the restaurant's second entrance. It's a man painting, leaning out into the rain to peer down the street and then leaning back in to work on the canvas.

This is fascinating. The kids, three of them, jump up and crowd near the glass door to watch. They climb up on a nearby bench to get a better look. Now they're looking over his shoulder. Soup gets cold.

After a while the man packs up his paints and brushes, folds up his little easel. He leaves, we think, but then he enters the restaurant and comes over. He starts talking to the kids, to us, shows us the painting. Talks with Bonnie, my friend, about what he's trying to do, the type of paint he's using. He takes out his business card, which is a postcard-sized print of a painting he made in France a few years ago. The kids ask a question or two. They're totally in awe of this person, someone fighting the elements, doing something as real as making a painting, right in their town near the YMCA. He tells the kids it's OK to go home and draw or paint on the back of his cards. He packs up again and heads off.

Back to the cold soup and the rolls, and to thinking about the special pace and serendipity of homeschooling life, which is really community life.

Organizing a Detective Club

Day Farenga writes:

Lauren (8) seems to have always enjoyed puzzles, mazes, and little treasure hunts. As reading and writing have become part of her life, she has enjoyed doing word searches and learning about other languages, especially sign language, hieroglyphics, and Spanish. When we read several books in *The Boxcar Children* series, about a group of children who solve mysteries, Lauren's interest in mysteries grew. Through friends and our librarian we found a couple of dozen other great mystery books. The most involving and exciting series for us by far were the Meg MacIntosh books.

Meg MacInstosh is a young girl detective. That's nothing new, but the author, Lucinda Landon, writes these page-turners with questions posed at the end of a page to see if you can figure out what she is figuring out.

59

The author draws pictures jammed with clues to help you see your way through the story and solve the mysteries with her. Lauren and her good friend and homeschooling buddy, Aidin Carey, devoured these books with us every Tuesday (Aidin's regular day to visit) for two months. But then the series ended. What now?

Sure there were other books, but not like these. Not where puzzle-solving girls could really play detective. So I created fancy treasure hunts until I was exhausted in mind and spirit. What next?

By now, it appeared that this was a strong interest for Lauren that was not going to dissipate soon. Also, in talking with homeschooling friends at various get-togethers, we discovered that this is quite a popular pastime with girls aged 7 to 10. (Probably boys too, but we were also looking for more girls just to play with.) We also found that some of the things Lauren and Aidin and I were doing could be done even better with more players. I found *The Young Detective's Handbook*, which was written by the woman who had illustrated the Meg MacIntosh books. It gave me many ideas, and I decided to form a homeschoolers' detective club.

At first we just had Lauren, Aidin, and two more girls. That was a nice size because the new girls were shy but we mothers were keen to have the girls meet, knowing that they had shared interests. Then word spread, and after three sessions we suddenly had eight children including one boy. It was a worthwhile homeschooling experience for me to observe what happens when the size of the group changes and what that does to the dynamics of the group, the teaching style, the project style, and my energy. With the group of four, the room energy was quiet and thoughtful, everyone had a chance to answer, everyone had a chance to look in the microscope, and it was easy to wait for everyone to finish a project. With the group of eight, it seemed we had more than twice the energy and everyone did not get a chance to answer – in fact they vied for my attention – or I had to devise a "take-turns" scheme. With eight, it is hard to wait for everyone to finish a project; I have to have another activity waiting for the early one and must help the last to finish, or package the project to take home. Now I remember why schools are not always the best place in which to learn, and I understand that their task is primarily group management. Nonetheless, the group was only eight, not twenty-five, and we had a great time.

I discovered that Usborne books has a "How to be a Detective" book and a series of Spy Guides on Secret codes, tracking, disguises and more. These books gave me lots of short projects and got me started on thinking about breaking down detective work into a series of skills to learn through games and projects. We started off by making badges out of construction paper – it's a good ice breaker and way to learn each others' names and feel part of a club. We made our little black notebooks, took our fingerprints, and discussed everything else to go into our detective kits. We shared our prints so people could see the three or four different types (at the beginner level) yet also see how no two are the same. Not even the twins'! Then we tried to "take fingerprints" off of glass, paper and wood, and determine "Who touched it?".

At other meetings they tested their senses with blindfolded sniffing tests and tasting tests and by identifying noises on sound effects records from the library and examining things through a microscope and magnifying glass. We worked on memory skills through many variations of the "What's Missing" game, such as having one person leave the room and asking the rest, "Describe the person who just left the room," which leads to discerning differences in features (many details we just don't think of). Working on all these different skills that detectives need to have is a great way to come up with lots of games, often invented by the kids.

In the Spring we learned that The Boston Museum Of Science had a travelling exhibit coming called "Who Dun It?" I went alone first to determine the suitability of the crimes and the way the exhibit was displayed. I also looked for the approaches used to solve the crime to be sure my little detectives would be familiar with everything. We had one more meeting where we sharpened our skills and added a few more, then set the date for our field trip.

This field trip was very different from school-run field trips, of course. First of all, we had all the parents' participation. This was great for all the usual reasons: there was always someone available to answer a child's question; I felt free to go through the whole exhibit solving the crime with those who were interested in going step by step with me, while anyone who was faster or bored had someone with them; there were mothers who agreed to be with the little ones in the nearby Discovery Room so the older siblings could concentrate. We spent one and a half hours in the exhibit, listening to police interviews, reading newspaper clippings, finding clues, examining fingerprints, working with facial descriptions, ballastics and blood types. The detective team came up with scenarios, discarded some and followed others as evidence warranted it. The young detectives even went back to displays to recheck information. Each person, parents included, got to come to his or her own conclusion and test the answer. It was obvious to me that these children were very interested in the process and did not wish to rush to answer and then rush on to some other exhibit.

We had a picnic lunch outside the museum and everyone seemed excited as we ate. Then some wanted to go back in to see a half-hour movie following a real crime through the point of view of a forensic scientist. I can't help but feel good about these homeschooled children who spent so much time in this one exhibit, going over its details, working with it interactively, learning so much and solving the mystery. In the same amount of time I saw almost 70 people come through, pushing buttons not waiting for the reaction, reading the answer and leaving. How sad, I thought. The parents enthusiastically sign authorization forms thinking their children are going to the museum to learn something. But for most of the students, that wasn't the plan.

Though I thought the "Who Dun It?" exhibit would be our grand finale, the children did not want to stop the

Club and more meetings were planned. We worked on codes and handwriting analysis. The last meeting of the season was a tear jerker for me. I had talked with Jerry Mintz (of the Alternative Education Resource Organization, 417 Roslyn Rd, Roslyn Hts NY 11577) at a recent conference and he mentioned he had made a videotape of an easy way to learn Morse code. He sent it on to me and we used it in our last meeting. It uses good visual and some auditory cues with which to remember dits and dahs. We were all amazed and impressed with ourselves that we suddenly knew the whole Morse code in an hour. The learning experience was uniquely homeschooling-ish as I learned it alongside them, and we redid some of the clues to suit ourselves when we didn't like the clues the tape gave us. The tape also uses two homeschoolers about the same age as our young detectives and we observed them learning, forgetting, trying again- it made it very accessible to everyone.

The tears? Two children, brother and sister, gave me a present at the beginning of the night of this last meeting. It was a puzzle they had made, and we started assembling it as parents arrived to pick their children up. After I put my children to bed (including Lauren who was high as a kite and wanted to write a Morse code banner all around her room) I sat down to finish my puzzle. I was so touched as I put pieces together and saw that it had faces made from thumbprints and a message in Morse code. I decoded it pretty quickly with my new knowledge: "Thank you, Day. Love Rachel and Danny." A tear ran down my check. I love being a homeschooling family.

A Typical Day

Jaye Hearthenwood (Alberta) sent us a copy of the first grade program she wrote up for her local school board. The program gives a good picture of Logan's homeschooling life, so we are excerpting from it here. Jaye notes: "When the school board recently sent forms similar to the ones Linda Wyatt described in GWS #98 (asking for program information with subjects taught, hours of instruction, texts used, etc.), I simply sent another copy of this program with a note that I could update it with minor changes if they had a legitimate need. I scrapped their forms. That was it. I seem to be dealing with reasonable people here, and I appreciate that a lot. We have open access to the local village school and its facilities; after visiting there for open house (in honor of education week), Logan is considering attending a physical education class once a week)."

From Jaye's written description of Logan's program (following a section on Philosophy and Methods):

Logan does so many things in a week that it would be burdensome to list them all, or to read them all. Each day is different from all others, and each week is something beyond the week before, so it is hard to say what is typical. I made notes one day of Logan's activities; it was, I suppose, as typical a day as any. I will record it here.

After breakfast Logan watched some of Bambi, and played with his baby brother, Caspian, with blankets over the furniture to make rooms or "burrows." The he rode his bike to the store, alone, with three dollars. He brought back bananas and milk, and 32 cents change. We counted the money and discussed the process of making change. Then he spent some time examining a captive grasshopper. After that he did several mazes and "dot-to-dots" in a workbook, and wrote a story to go with a picture in a book. Then he constructed a small book with paper and staples and drew a wonderful picture of a tree with many tiny animals, sun, moon, lake and birds on the cover. He made tomato soup for lunch, with my help. He used a metal "poker" to make a hole in a plastic lid, stuck a stick in, and twirled it to make it "fly." He put a small red plastic cap on his nose to be a clown, then on his head to be a police car light, as he ran around making siren noises. Later he went insect hunting outside. At some point we looked through the classified ads in the newspaper and discussed prices and merits of various vans and RVs. At grandma's he discovered, observed, and discussed a mini plague of baby grasshoppers. He went swimming. He watched a National Geographic video about the Amazon. He rescued a dragonfly from a spider web and made a home for him. After summer he observed the dragonfly in his new home. Then we went to a neighbor's place and hired someone to mow our lawn. Then we went for a walk and looked at the summer gardens, yards, and trees. Later, after some water play with bottles and boats in the tub, we used an index in a book of insects and researched dragonflies. Then we read *What is a Bird?* and did verbal math. (We often get carried away with this, and count into the night.)

Although I am keeping our program relatively unstructured for the reasons given [earlier], I do have some idea of what Logan is likely to achieve this year in terms of reading, writing, mathematics, the sciences, the social studies, and the arts.

Reading – We will continue with an organic mixture of me reading to him and, probably, Logan doing lots of sounding out and word recognition and, gradually, as he becomes ready, he will do more of his reading to me. Logan is not one of those children to teach himself to read at an early age. Although he can quite easily sound out small easy words, and recognize some familiar ones, he finds it very tiring to read more than a few words at a time. It reminds me of when he was learning to walk. At nine months he walked from the living room, through the dining room and the kitchen, all the way to the bathroom, but it took a phenomenal amount of concentration and effort. It was just too hard. He proved to himself that he could do it, and then he didn't try it again for another six months. At fifteen months he walked easily and steadily. I don't know that Logan will read easily and steadily while he is six years old, or even seven, but I do know that he will sooner or later. We may be able to make good use of some easy reading books, and Logan may enjoy the Sullivan Research Programmed Reading Workbooks that I plan to order.

Writing – Logan has enjoyed writing "books," stories, poems, songs, a journal, and letters, and I expect he will continue to do so. I want to order a book called *The Kid's Guide to Social Action*, because Logan is very aware of

and concerned about environmental and social issues. He has written letters, with my help of course, to premiers, prime ministers, and presidents. In fact, Logan even has a letter written to him by our prime minister, in response to one of his own.

Logan knows how to form all the small and capital letters, but he finds it difficult, slow, and tedious. A typewriter or computer is nice for occasional use because it allows him to write with somewhat less tedium and more competence. I expect that as Logan gets older, he will find printing easier and he will enjoy the physical act of writing more than he does at present.

In the past, I have told Logan how to spell the words that he wanted to write, and he sounded out some of the easier ones. Recently, he has begun to use "invented spelling," which allows for much greater autonomy and feelings of mastery. My favorite example is a sign he wrote to go in his bedroom doorway. It says, "No MoM ULaoD." (Sound it out.) Logan is aware that his invented spelling is, at this time, quite different from standard spelling, and that the differences will become less significant as time goes by.

Mathematics – Logan and I have found an astonishing (to me) amount of enjoyment in our verbal explorations of numbers. Logan has developed an extensive understanding of the nature of numbers and can count by twos, fives, tens, hundreds, thousands, and tens of thousands. He has perfect comprehension of the concepts of addition and subtraction, and understands the concept of multiplication quite well. Division is something he is just beginning to understand. Many times he has surprised me with a statement such as, "Mom, you know what 90 tens are? 900!" I expect we will continue with this kind of exploration.

We have, as of yet, done very little written math. Logan knows what the smaller numbers look like, and is becoming proficient at reading two- and three-digit numerals. He has had no need to write the equations he comes up with, but he is familiar with the terms "plus," "minus," "times," and "equals." I can imagine he will be interested in seeing how they are written and will want to learn how to write his own math sentences. I expect also that he will soon be interested to learn about place value and our base ten system. I look forward to seeing the math materials that we will probably order from A Beka Book.

Playing with Math

Carla Stein of Massachusetts writes:

It's only recently that I've realized how fascinating math can be. As a math dropout (I quit after failing four identical quizzes on logarithms on four consecutive days), I've always considered myself mathematically inadequate. Homeschooling is helping me to understand math and see it in a way I never thought I would before. I can't believe this, but it's exciting!

Over the last few months my children and I have delved into some games together that have really turned out to be fun, and I can see the kids' skills sharpening up quite rapidly. My children are Kenny (8), Ricky (7), and Melody (5).

The first game we call Number Hop. I took 51 pieces of typewriter paper and wrote the numbers 0 through 50 on them. We lay them out on the floor, Candy Land style, in all sorts of loops and turns around the furniture. (Melody got a lot of practice counting through doing this.) Then we took turns hopping along the trail, stepping only on numbers that were odd, or even, or divisible by 3, 4, 5, etc. (I made cards later that said, for instance, "divisible by 3" on one side and a list of all those numbers on the other.) This made for silly fun, especially when the jumps got too long. Then they each got a small stuffed toy and tried to toss the toys onto the right numbers, with lots of misses and shrieking, of course. We found that stocking feet were best, as bare feet stick to the paper and move the stepping stones around too much. Pretty soon we added the numbers 51 through 100.

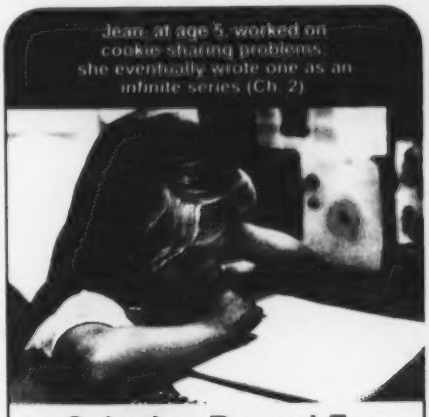
Another game that evolved from Number Hop was a number line game. I would put sheets numbered 0 through 20 in a straight line. Each kid

FRENCH
Kid Stuff
• toys • videos • books
and more!
• Call or FAX 313-882-9899
21114 Huntington Blvd.,
Harper Woods, MI 48225

Write Your Own Curriculum
A Complete Guide to Planning, Organizing and Documenting Homeschool Curriculums

Realistic and inspiring, this simple, straight forward approach to curriculum planning is based on student interests, learning strengths and legal requirements.

$12.95 + $2.00
S & H to:
Whole Life Publishing
P.O. Box 936 G
Stevens Point, WI 54481
Visa & MasterCard
Phone 715-345-1795



Calculus By and For Young People

1 Book: $13.95 (reviewed in the Dec. '88 *Scientific American*, M-J '89 *Home Education Mag.*, Oct. '89 *Math Teacher* + ...)
2 Worksheets: $22.95
3 VT#1: Infinite Series (Ch. 1): $42.95
4 VT#2: Iteration to Inf. Seq's. (Ch. 8): $42.95
Don works with 6 and 7 yr. olds on videos.
5 "A Map to Calculus", a 15x18" poster: $7.95

Save! All 5 items ordered together: $114.95

M/C, V; **add $3 s&h in US**; others add 20%, USD on a US bank; IL add 7 1/4% tax

"We are certainly enjoying your calculus book and worksheets. We agree 'This book is **not** a one year course!' Thank you for the joy and light which permeate these books." – Karl C., RI, who with his wife, is homeschooling their 11, 9, and 7 year olds.

To Order:
Don Cohen, 809 Stratford Dr.,
Champaign, IL 61821-4140
Call toll free US & Can: 1-800-356-4559
Fax: 217-356-4593

BEST COPY AVAILABLE

would stand on a number (or put a toy there). Then they would all move "plus 3" or "minus 2" or whatever I yelled out, and they would say where they ended up. Or we'd put them all on different numbers and I'd ask them how many hops they'd have to make to get on the 5 from where they were. Or start at 3, hop to 10, and tell whether they added or subtracted, and how much. We talked about positive and negative numbers as well. This game got pretty silly, too, with the stuffed animals all squeaking at each other things like, "She said plus, not minus, silly! You're going the wrong way!"

We also had a good time playing a competitive addition game that uses cards numbered 1 through 13. At first, we'd each have a stack of cards, and at the same time we'd each flip the top cards up. The first one who could say the total of our cards won that hand. I started by giving them a five-second lead time (meaning that I kept my eyes closed for that time). Also, we kept it to numbers under 10 the first time we played it. We found it worked best if I played with each boy separately. They liked trying to beat me but were miserable competing with each other.

Around this time, I went to a math manipulatives workshop where a representative from Didax, Inc. showed us some of their math products. When I got home I started fooling around with my Cuisenaire Rods and a template of red plastic squares (I'd gotten three of these for free at the workshop). It was the template that got me excited. A few days earlier, we had made a big multiplication table for the wall that was 12 x 12. I had outlined the square numbers with marker to highlight them. We had talked about "squares," but I could tell the idea hadn't clicked. Suddenly it hit me. I thought about the squares template I'd gotten. Did my Cuisenaire Rods fit in? Yes! We could see that 2 x 2, two red rods (which are 2 cm long), actually made a square because they fit neatly into the square hole in the template. And three green rods (3 cm long) made a 9 square! The template had room for squares of 1, 4, 9, 16, 25, 36, and 100. When I showed this to Kenny, he got so turned on that he made a 49, a 64, and an 81 out of cardboard, just so he could have the whole set in a row.

We then began playing a "fill in the square" game, using cards numbered 1 through 13, Cuisenaire Rods, and the 10 x 10 hole in the template. Each player draws two cards from the pile. They then use any math function – they can add those two numbers, subtract one from the other, multiply them – and then take that number of rods and add it to their template (for example, if they draw a 2 and a 3, they could add those two numbers and take a 5-rod, or multiply them and take a 6-rod, etc.). The object is to be the first to fill your template with rods. It wasn't long before they discovered that it usually was best to multiply for the first few turns (to get the biggest number), then switch to addition as the open space diminishes, then switch to subtraction and sometimes even to division to get the last few at the end.

For fun we sometimes make pretty designs in our squares by trading in our rods for an equal number of another color. This exchanging is also very valuable mathematically.

Our latest project has been making a huge 10 x 10 multiplication table on the floor using 121 sheets of typing paper, each with a number on it. I made the sheets and then we tried to lay them out. This wasn't all that much fun; in fact it was a little frustrating. But it did give us a feeling for the table that you just don't get when you look at it or write it. There you stand with six 10s, 5 36s, 6 24s, etc., and you have to find somewhere to put them.

After the numbers were all laid out, we put colored stickers on each square, showing what numbers each one is divisible by. It was neat to look at the patterns that evolved from this. We were surprised to find that out of 100 squares, 75 of them had red dots (divisible by 2). By this we discovered that odd multiplied by odd equals odd; even multiplied by even equals even, and odd multiplied by even equals even.

I hope to find some way of setting this up so we can play some kind of hopping game on the huge multiplication table. Maybe you start everyone on their age – oh no, you can't, because of the prime numbers that aren't on a 10 x 10 table. Well, you start everybody standing somewhere on it, and then ... got any ideas?

Flower Arranging Apprenticeship

Caitlin Fahey (NM) writes:

I've learned flower arranging from a lady in our church named Fiona. She has allowed me to help her with her work, and I've learned by watching. She does all of the flower arrangements for our church, including weddings and memorial services. She's taught herself how to make everything from corsages and wreaths to huge displays by studying books and taking apart other people's work.

Every year we have a big meeting in Carmel, California. Our family rents a house with a large patio in back where we all work. Fiona brings all the

Is there a place children can grow up naturally?

Kingdom of Childhood tells of such a place, Sudbury Valley School, in the words of thirty-one students who experienced it over the past twenty-six years.

Sudbury Valley's Press provides a rich literature documenting the development of children free to lead their lives, to learn, and to grow in a natural village-like setting. Among the titles are *Free at Last, Worlds in Creation, A New Look at Schools* and *The Sudbury Valley School Experience*.

For a complete list of offerings, write: Sudbury Valley School Press, 2 Winch Street, Framingham, MA 01701; or FAX: (508) 788-0674. Mention that you saw this notice for a 10% discount on your first order!

Or, to order *Kingdom of Childhood*, send $15 to the above address. We will waive the $2 postage and handling cost.

flowers up from L.A. where she gets them at a flower market in huge, fresh bunches. We get to help her with them. We've done this for a long time.

There are always rose arrangements and then large fan arrangements in assorted flowers like Hawaiian ginger, marigolds, sunflowers, lilies, zinnias, and chrysanthemums. Each stem is kept long so they can be cut to their desired length. This year my two younger sisters clipped leaves and stems off zinnias and marigolds. One of the jobs I did was stripping the roses: you put a little clipper around the top of the stem and pull down, taking off all the leaves and thorns except for those around the top. This makes them easier to handle. Then you wire them by sticking a piece of green florist's wire into the bottom of the bud parallel with the stem and then twist it around the stem so it doesn't stick out. That way they don't droop when they are being transported. I probably wired and stripped one hundred or more roses! I also got to put ferns in the containers, as fillers, after Fiona had finished arranging the roses.

Sometimes this job is difficult, but even so, it's lots of fun working with flowers.

Science by Mail

Karen Raskin-Young (CA) writes:

Jeremy (10) is enrolled in a program other readers may already be familiar with but that we have just begun. It's called Science-by-Mail, costs about $56 per year for one child (the same rate applies to a whole family of kids), and is for grades 4-9. Three times a year, a single-theme kit arrives offering information and projects (some required, some optional, but a child isn't forced to complete any of them). It's expected that the kit will be completed within a month. Results and final projects are mailed off to a scientist pen-pal located somewhere in your area of the U.S..

We just completed a weather kit. Jeremy made a number of weather instruments, some of them simple and some more complex. Each of these could be used to gauge changes in humidity, temperature, air pressure, wind speed and velocity, etc. Most of them really worked, and it was fun for Jeremy to create them and then see the fruits of his labors operating. He studied newspaper weather maps, and learned to read their symbols and understand the changes they forecast. He made his own maps and, as a final project, created an audiotape of a weather forecast based on his findings.

The kit arrived during an extremely busy time; we were even out of town for a week. Still, Jeremy was able to complete it and found that its information dovetailed with reports we heard and information we gathered during our trip.

The very best part of all has been his scientist pen-pal. Jeremy doesn't love the physical act of writing and had been nervous about writing to his scientist. Her very first letter to him, even before the kit arrived, cured him of his fear. To date, she has written him several wonderful, warm, chatty, informative letters, and he has loved their correspondence. He wrote her that she changed his idea of scientists being stuffy and unapproachable. She, in turn, asked another scientist friend to correspond with Jeremy as well since she felt his scientific interests more closely paralleled Jeremy's.

Jeremy doesn't think he wants to be a scientist when he grows up (his dream at present is composing) and he was afraid this would discourage his scientists; however, it's been no problem at all. When his pen-pal wrote him a three-page letter, Jeremy felt he had to equal that, so he's really thrown himself into his letter writing. His scientist is willing to answer any scientific question, not just those having to do with a particular kit, so Jeremy has asked questions about saccharin, grasshoppers, and the atmosphere, for instance. When some of his questions set his scientist to doing some formidable research just to answer them, he was really impressed with her efforts and immediately saw another application for the ongoing development of his own research skills.

Her explanations of scientific phenomena are clear and interesting. He especially likes that she doesn't talk down to him, but she does explain at a level at which he (and I) can understand. She has also written him about her interest in science, her activities during the holidays, and practical jokes played on her in her office (so much for science being stuffy). She has taken a real interest in him and Jeremy feels he's found a fine pen-pal.

The kit activities can take up a lot of time, but that time is negotiable since the child can select how much or how little to do. I don't know whether all the scientist pen-pals are as responsive as Jeremy's. Still, this has so far been a good experience for us and has presented science and scientists to Jeremy in a new, fun, and interesting way.

Science-by-Mail is affiliated with the Boston Museum of Science and can be reached at Science Park, Boston MA 02114; 800-729-3300 or 617-589-0437. ◆

We need to help each other
hang on to the really
important things in life...
...our children ...our families

Home Education Magazine
For eleven years we've been
helping homeschoolers do just that.

$20 One Year (six issues) - $3.50 Current Issue

Call or write for our free 24 page catalog
Home Education Magazine • POB 1083 Tonasket, WA 98855 • 509-486-1351

Focus

One Thing Leads to Another

For this issue's Focus, we asked young GWS readers to tell us how being interested in one thing led them to become interested in, or learn about, something else.

From a Music Group to T.S. Eliot

From Cristie Boone (CA):

The Crash Test Dummies is the only musical group I have ever heard that can sing about phalanges, bronchi, or Superman and make it sound good. Their lead singer, Brad Roberts, is also the only vocalist whose lyrics have inspired me to do something other than buying or listening to the CD or going to the shows.

In one of their songs, Roberts sings about how sometime in his future, "Afternoons will be measured out with coffee spoons," and then adds, "And T.S. Eliot." I did not pay much attention to this until one day when my dad and I were on a long car drive together. We put in the Crash Test Dummies album, and after a couple of songs and a couple of discussions, I pulled out the lyric sheet so we could see exactly what the words were. As we listened to the music and debated what the songs meant, we came across the line about T.S. Eliot. Dad asked me if I had read anything by him and I said no, but seeing how much I liked the music group, I would try some of Eliot's books.

Shortly after we got home I checked out *Old Possum's Book of Practical Cats* and *Murder in the Cathedral* from the library. *Old Possum* is a book of poems about cats and it is what the play *Cats* was based on. I like poetry in general, so it was a fun book to read, each poem focusing on a different cat. *Murder in the Cathedral* is about the murder of St. Thomas Becket, an archbishop of Canterbury who was killed for standing up for the church and opposing the king's authority.

Both these books were interesting, and every time I listen to the Crash Test Dummies now, I think of T.S. Eliot. My next pursuit is to do some reading about the Dummies' line, "Times are when life is like a play by Sartre."

Disney Film Led to Learning about Africa

From Amber Rose Weller (RI):

I'm really very surprised at how many different things I can learn from having an interest in one special event or activity. I love Disney animated films, especially *The Lion King*, which I saw four times last summer. Because I was so crazy about the film, I started to draw the characters. At first, I took a newspaper clipping of the characters from the movie and just looked at the picture and started to draw it.

When I was finished, I surprised myself with what a really good artist I was! So I decided to take an illustration class for teenagers at the Rhode Island School of Design Museum. For eleven classes, my teacher took us throughout the museum and we drew from the real artifacts. I had a chance to see many different artifacts from different cultures. The culture I remember most vividly was the Egyptian. I chose to draw a design from a mummy's coffin. I also learned some interesting facts about the mummy from my teacher. It had been taken to the hospital to get X-rayed to see what was inside the wrappings. Inside the mummy's skull, they found a piece of rolled up parchment. I thought that was very interesting, but also very strange. I wondered why the Egyptians did that, so I plan to investigate Egyptian burial rites.

One day, I was looking for a book to read and my mom suggested *Born Free* by Joy Adamson, since she knew I loved the Lion King story and this was about a real lionness. I enjoyed reading this book about Elsa the

lionness and how she befriended her human "foster parents." Then I read the second book, *Living Free*, about Elsa and her three brand new baby cubs. When I found out there was a third book, *Forever Free*, I called all the bookstores but none of them had it because it was out of print. But I didn't give up. I called and located it at an out-of-print book shop. While reading these books, I started to become very interested in the Serengeti and Kenya, the country of Elsa and her cubs. I also found an article in the travel section of the newspaper all about the Serengeti and I actually knew what they were talking about. Now my interest grew from lions to learning to appreciate other animals that live on the plains of Africa.

Right now, I'm decorating my room and I'm giving it an African theme. I'm going to be really busy decorating for a while. My mother is going to teach me how to sew curtains and we plan to build a headboard out of cedar posts, so my room is going to be very authentic.

I also have been inspired by the music from *The Lion King*, so I have started to learn to play the music on the piano.

I'm very glad that I could learn so much and I'm surprised that it was all started by one movie. I'm sure there's more learning to come from my interest in Disney animation.

An article in National Geographic led Rebecca to want to study bacteria.

Exploring History, Biology, Literature

From Rebecca Beirne (Australia):

We have always had a lot of books around. We were read to every night when we were younger, and books are the things that have led me into a lot of self-directed learning. For example, when we were 2 or 3, Dad started reading us Ladybird books, which are short biographies about famous English people. They probably interested me originally because they had brightly colored pictures, so we read them over and over and over again. Since then I have read and done many things (I enjoyed playing knights and castles with my brothers) that have enabled me to add more pieces to my jigsaw-puzzle knowledge of English history. By the time we went to England in 1992, I had a good feeling for the places on the Thames, the Tower of London, the street names, Traitor's gate, the castles, and the people and history involved in each place.

I remember one particular favorite in the Ladybird series was a biography of Florence Nightingale. This led me, as I got older, to study more about the Crimea and English and Russian history in general. You see, things sort of connect into other things. When we were younger we also listened to lots of story tapes, including the stories of James Herriott, which then led me to his many books and a great interest in veterinary treatments and science.

Perhaps Mum suggested it initially, but when I was about 9 I read, for pleasure, the books *History Begins* and *Threads of Time*. They were extremely interesting and have given me a good amount of basic information that enables me to talk to people on a variety of different topics. One thing reading about all these cultures did was make me consider being a diplomat so I could use the languages I already speak and also learn more languages. This would allow me to travel and meet interesting people.

One of my great loves for ages, even when I only looked at the pictures, has been the *National Geographic* magazine, which has led me off into many different areas. Once, after happening to glance at a luminous picture of bacteria, I read an article about the wonders of bacteria. This led me to investigate bacteria and other organisms in many different *National Geographics*, scientific magazines, television programs, etc. It also made me determined to see for myself, so I really hassled Mum and Dad for a proper scientific microscope for my birthday so as to be able to study bacteria, etc. in more detail. I also got slides of a frog's body and a human body. I looked up Mum's histology book and compared the slides to the pictures there. This made me consider for the first time a career in science and especially in biology. Perhaps I might even like to become a doctor. I now collect scientific articles as well as study this out of a Year 12 textbook (I am technically in Year 8, but the biology at this level is really basic). Two such articles in the paper last week were about a promising cancer treatment based on an understanding of how tumors work and about a newly discovered species of frog.

Then, a *National Geographic* article I read about Tolstoy inspired me to read some of his books. I read *Anna Karenina* and then *War and Peace*. I did enjoy the books but

I have lots of arguments with Tolstoy about his view of life and history, and he certainly seems to have been very two-faced. *War and Peace* interested me in the Napoleonic Wars and French and Russian history, for which I used the Encyclopedia Brittanica to find out more. I am now reading the book by Shirer called *Love and Hatred*, about the Tolstoys. There are some bits I have had to skip as they are definitely not suitable. Last year I was lucky to be able to record and watch the series *Anna Karenina*. Mum and I had some interesting discussions about how hard it is to take such a big book and put it on screen. I was annoyed at some of the bits they left out and became really aware of how hard it is to give the character depth when you cannot know his or her thoughts, as you can in a book.

When I was about 8, reading a series of books, each about twenty famous people in various areas, led me to read many more detailed biographies of heaps of famous people. For example, I read about Emmeline Pankhurst, which in turn led to my becoming engrossed in the English Suffragette Movement. I started reading lots of books on suffragettes all around the world and also many more books on independent women reformers, bacteriologists, photographers, and women working in all fields, including, for example, the Australian outback. Jill Ker Conway is a famous Australian who had to go to Harvard to study because of the lack of opportunities in Australia. Reading her book and others made me realize just how many ways there are of doing things and also how much prejudice exists against women even today. I hope that one day I too will get to Harvard.

One of the hundreds of interesting books I read a while back was *The Day I Became an Autodidact*, by Kendall Hailey. This led me to read the *Iliad*, more Greek mythology, some Socrates (though I didn't agree with him totally). It also furthered my interest in the theater and it made me consider writing a book. Another book about Aboriginal culture and their oppression furthered my strong concerns about these issues, and also led me into an exploration of Aboriginal herbal medicine and to a book on the Yanomami (natives of the Venezuelan Rainforest).

I have also learned Cantonese since I was very young and so am very interested in Chinese history, Communist China, and also current affairs in Hong Kong. I pursue these interests through the media, reading, and discussions with my Cantonese teacher. Basically, I love people and the world and want to find out more about both.

Baseball Leads to Statistics; Computer Games Lead to Physics

From Paul Boone (CA):

When I was 10, I was really interested in baseball. I collected baseball cards, watched baseball on TV, and was bummed out whenever the Giants lost. I also liked to draw. One day I decided to try to make my own baseball cards. I got out my pen set, cut a piece of card stock down to the size of a card, and drew myself wearing a Giants uniform. On the back I put a few crudely written stats that were all wrong. One day my mom was looking at some of my homemade cards and she told me that the stats were wrong. She took out a calculator and showed me how to do it right.

I continued to make cards that were more and more realistic and I put more and more stats on the back. After spending hours trying to figure out a pitcher's ERA, I decided to read a few books on statistics. I learned all about means and medians and averages so now I really understood what I was doing when I calculated my players' stats.

I eventually tired of baseball and started playing basketball. We got a hoop and I would spend hours playing "Around the World" with myself. I recorded how many times I missed at each position. Then I would calculate my average for each position so I would know which positions were my best and which needed work. I made a Hypercard program on my computer that I could enter all the stats into so there wouldn't be lots of paper lying around. That led to my entering an essay contest about "How a Computer Changed Your World."

As I entered my teen years, my interests progressed to computer games and role-playing games, or RPGs (RPGs are like really complicated board games). I got a really cool flight simulator for my birthday called *Red Baron*. It's based on World War I and you can fly for the Germans or the British. I flew alongside British Aces and fought against even the famous Red Baron himself. *Red Baron* came with a really extensive manual that described some of the war and had interesting stories about some of the more eccentric aces. I had a few favorite aces so I got out a book from the library that was about World War I and World War II aces.

My first role-playing game was a fantasy called *Advanced Dungeons and Dragons*. After reading the manual a few dozen times I decided I wanted to make a campaign (a campaign is a setting for the game. It's the history of the world that you play in). Of course, if you want to make a fake history, a good idea is to base it on real history. So I trudged to the library and took out a bunch of books

about medieval Europe. I read biographies of Richard the Lionhearted and Thomas Becket, and also *A Man for All Seasons* and *The Once and Future King*.

Then I started making my own RPGs. I was making a science fiction game so I designed some spaceships. I was designing a space station when I started wondering about artificial gravity. I knew that in all the Sci-Fi books I had read, the space stations rotated to create artificial gravity, but I didn't understand why it worked. So I threw a bunch of questions to my parents. They couldn't answer all of them so they suggested I study some physics. Now I'm studying physics and the history of our exploration of space.

I play computer games and RPGs because they are fun, but they can also lead to more studious endeavors.

From Video Games to Sewing Costumes

From William Young (GA):

I play video games a lot. Some people complain about the violence or claim the games lack any value whatsoever, but I appreciate the time, effort, and creativity put into making them, as well as the entertainment they provide. I feel that playing a good video game has just as much value as putting together a puzzle, playing a board game, or reading a good book.

As an artist, I've always enjoyed working in different media, from clay to watercolors to papier-mâché, so it's not unexpected that my interest in video games would lead to an interest in computer art and animation. But an *unexpected* thing I learned from playing video games was making clothes.

Mortal Kombat II is one of my favorite video games. It's a tournament fighting game that consists of twelve interesting and innovative characters. I bought the game back in September. After playing it for a few weeks, I thought, with Halloween coming up, maybe I could make a costume like one of the characters in the game. Rayden is one of my favorite characters, and wears the most dramatic costumes, so he was the one I picked. After I told my brother what I wanted to do, he also decided to make a costume from one of the characters in the game; he picked Scorpion.

We had to make our own paper patterns for the costumes, using photographs and the video game as our models. During the process of making the costumes, we learned a lot about laying out patterns, how to sew (we don't own a sewing machine), and about purchasing cloth, while keeping it all within our very small budget. We planned carefully, paid attention to small details, and the costumes turned out great. When we walked outside fully clad in our completed costumes to show a friend across the street, a small crowd gathered around us. Kids who zoomed by on their bikes would double back, saying, "Hey, there's Rayden!" or "Look at Scorpion!" Kids walking by would stop and say, "Where did you get those?" At a skating rink Halloween party I almost won first prize, $50, in the costume party, but was beat out by a toddler dressed by his mother as a skunk (I didn't have a chance!). At least I walked away with second prize, a free skating pass.

William in his self-sewn costume.

Another thing my brothers and I do with our dad is make videos (our dad produces videos at his job). Our costumes were so good that we incorporated them into our latest video, innercutting between the video game and action shots of us. If we had not paid such attention to the details of the costumes, and taken the time to get them right, the costumes might have worked for Halloween but not for the camera. Now that we've done these, we might incorporate more costumes into our future videos.

It's funny how an interest in such a high-tech art form led us to learn more about a low-tech art form: making costumes.

Newsletter Begins a Journey

Scott Weller (RI) sent us a copy of an essay he wrote for his college applications, which addresses essentially the same topic as our Focus. From that essay:

It all began with my frustration towards video game prices and quality control. Since most video games were very expensive, I would be quite angry when the quality of these games was less than average. I became frustrated in my attempts to seek out reviews of the games before I invested my meager savings in them. This was because the video game magazines and consumer reports, at that time, seemed biased towards the companies that gave them the most support in terms of advertisements. This anger and frustration drove me to want to inform and warn other video gamers about these "bad apples." The result would be a two-page newsletter.

In a sense, it wasn't I who developed the newsletter but the newsletter which developed me. Because of the decisions the newsletter forced me to make, I feel as though I am a more mature, decisive, and self-motivated person than I would be otherwise.

The first issue was a great challenge for me. My compulsive young mind wanted the newsletter to just appear before my eyes without any need for correction of errors or rewriting. I was forced to realize that if I wanted to produce this newsletter, I would have to work hard to overcome my lack of writing skills. With great persistence, I wrote, edited, and rewrote until my first issue was ready for publication. Even though it doesn't seem like much when I look back now, at that time it was a monumental event. I took copies of the newsletter and distributed them in libraries, shopping malls, arcades, and toy stores. After a few weeks, I started getting feedback and from that feedback I gained more contributions.

I set out to make the second issue better than the first. ... With months of hard work, I added more articles, reviews, editorials, better art work, more creative design and layout, and word games. With a satisfactory response and a growing reader base, I went on to create three more issues. In the span of time from the second issue to the fourth, I became a more sophisticated writer. Being more critical of my work, I began to evaluate my newsletter with more rigorous standards. I started to notice that my reviews were greatly lacking in objectivity. This was due to the fact that I was reviewing only the games that I had purchased. As a result, my reviews tended to be mostly favorable. To maintain objectivity and credibility I was challenged to find a way to obtain games without actually having to pay for them. Thus began a powerful lesson in business and communications skills.

... I communicated with magazine editors and press relations officials, eventually sending them complimentary copies of my publication. I was amazed when one morning the phone rang and on the other end was one of the most prestigious video game press relation offices in the country. They wanted to know if I would like to be on their press list. Just by being on this list, my name was circulated to most of the video game companies in the U.S.. This meant that I was able to acquire the prerelease versions of games and hardware absolutely free.

... By starting the newsletter, I set out on a journey towards greater things. In a sense, it wasn't I who developed the newsletter but the newsletter which developed me. ... Because of the decisions the newsletter forced me to make, I feel as though I am a more mature, decisive, and self-motivated person than I would be otherwise. It also led me to the creation of my bulletin board service where I discovered a new interest, met new friends, and opened pathways to job opportunities. My newsletter was a catalyst for my future work with computers. Right now, I still pursue my interest in game design and programming, but would like to explore computer graphics and animation for film, industry, and science.

Studying Pesticides, History, Latin

From Clare Murphy (PA):

It is unappetizing to think that when you're eating an apple you may be also eating a lot of other things that aren't so scrumptious: pesticides. This was something I did not often contemplate until I watched a television program on Rachel Carson. She was a scientist and the author of many books, including *Silent Spring*, which insisted that DDT, a deadly pesticide, be outlawed. This program sparked my interest and I read *Silent Spring* with great zeal. I became interested in learning more about pesticides and I began to read about the chemicals that we eat every day with our food. After seeing another program on PBS, I began to think about how the people who pick fruits and vegetables are affected by the toxins. This led me to write a story about a girl who develops cancer from the food she picks. Even today, a year later, I am still interested in this topic. When there's an article or a television program on pesticides, I always read or watch it with great interest.

A book incited another interest in me. I was wandering around our local library and I came to the "new books" section. I picked up *The Last Tsar*, a book I had seen reviewed in the *New York Times Book Review*. I decided to give it a try. It was an incredible story, almost too gruesome to believe that it was fact. It was the biography of the last tsar of Russia, Nicholas II, that ended in murder, when the royal family of Russia was secretly killed by the Bolsheviks. The book fascinated me and I began to study the Russian aristocracy through the ages: Catherine the Great, Peter the Great, the Romanovs. I learned much about a part of the world that had never interested me until I read that one well-written book. As I do with pesticides, I still pick up

BEST COPY AVAILABLE

little tidbits of information about this subject.

History, however, has always interested me. I can't remember when I became avidly interested in ancient Roman history, but I now study it in depth and want to pursue a career in it. I soon realized that if I wanted to read what the Romans had written about their own culture without looking through the eyes of a translator, I would have to know Latin. So about four years ago I began to study Latin, and I am still at it today.

Many different things can divert or direct my interests. I think of my brain almost like a great endless highway. I travel along, exiting onto side roads or major highways, sometimes looping back and finding myself at a place I've visited before. I see road signs and sometimes ignore them, sometimes branch off at them and then find that the road connects to one I have explored before or that it leads to an expanse of undiscovered knowledge.

From One Author to Another

From Melissa Weiner of California:

One interest leading to others is the basis for my entire unschooling. The freedom from structures and pressures such as deadlines, grades, and assigned subjects allows my curiosity to run rampant like a mighty river carrying me happily along in the current.

Now that I am out of school, I have the ability to explore in literary territories as widely and as deeply as I choose. The public library was a phenomenal source in the beginning. All the authors I've always wondered about but never had time to read became my focus. If I fall in love with a story, poem, or play I want to read everything I can find by that writer, and works by their best-loved authors. This is what broadens my education, because my favorite authors' favorite authors have their own inspirations in all sorts of categories and fields.

One connection began with a writer named SARK, who wrote a book called *The Inspiration Sandwich* that my sister lent me. SARK spoke highly of Henry Miller, whose *Book of Friends* I then read. From there, Miller led me to *Growth of the Soil* by Knut Hanson. On the back of that book was an adoration by H.G. Wells, so I read his *The Time Machine* and *The Invisible Man*. Since leaving school I've developed a great interest in the science fiction section of the library. Science fiction led to my enjoying non-fiction science books.

Reading Carson McCullers on a whim, I let loose a dam for strange southern writers. Fairy tales and fantasy fiction books have been links to religious books by the way of C.S. Lewis and George MacDonald. Studying Celtic literature through myths and legends has led me to learn about their culture and history in a way that stimulates my imagination. Observing nature while hiking has started me out in ornithology and identifying trees, plants, and their uses. Volunteering with The Global Exchange, a Fair Trade organization, and at my Sierra Club chapter bookstore has turned me on to many different subjects and philosophies. The list goes on and on. When you are an active and aware individual, it is remarkable what you learn.

Learning about Language

From Erin Simonitch (CA):

When I was about 9, my father read J.R.R. Tolkien's *The Hobbit* and *The Lord of the Rings* out loud to us. The whole family soon became Tolkien fanatics.

In another book by Tolkien, *The Silmarillion*, I found a list of words in the elven languages of Middle Earth, which Tolkien, a linguist, invented himself. I got really interested and, after a lot of searching, I found an entire etymology. My studies of the elven languages soon led me to find out more about linguistics and grammar in general. Now I am fascinated by language and, with my family, I am studying Latin. I am also inventing a language myself, which is not at all an easy task!

From Car Repair to Physics

From Samantha Nobles (CA):

There have been several instances where being interested in one thing has led me to learn about something that is not necessarily related. My recent interest in physics began with a conversation with my father about car repair. I wanted to learn more about electricity, so he recommended a chapter in a physics textbook. After I read it, I found the rest of the book interesting and decided to study it.

Playing the piano has led me to learn more about famous composers and their periods in history. For instance, I learned that Frederick the Great, King of Prussia, was a great fan of J.S. Bach. Bach composed a fugue, based on a theme the king gave him, and dedicated it to him.

Another thing I unexpectedly became interested in was World War II. I had learned the basics in my history textbook, but after I went to see the movie *Schindler's List*, I really wanted to learn more about both the military aspects of the war and about the Holocaust. I have read several books and watched two documentaries about the subject.

"I travel along, exiting onto side roads or major highways, sometimes looping back and finding myself at a place I've visited before."

BEST COPY AVAILABLE

In my acting class I am doing a piece concerning a cellist, so I have learned how to hold a cello and to mimic playing it. And in writing this article, I learned how to use the spell-check on my computer and how to use the fax machine!

Studying Astronomy and Astrophysics

From Rachel Lash (NY):

In my experience there have been many instances of unexpectedly becoming interested in a topic connected with a discipline in which I was previously interested. For the last few years I have been involved in the study of astronomy. I must have some instrinsic attraction to astronomy, for when I was approximately 8 years old I knew that I wished to pursue its study. However, for several years afterwards my interest was dormant. Then, when I was about 13, I belonged to a club whose members were to write papers or draw sketches on an appointed topic. One topic was "outer space." I studied for a long time and eventually wrote a long paper on stellar evolution. My interest in astrophysics was thereby rejuvenated and my paper became the starting point for a series of astrophysical essays which (after two years) is still in progress, along with other papers on physics and astronomy.

This interest in astronomy led me to want to study physics in the broader sense. But when I began reading more and more complicated physics books, I realized that my background in math was not sufficient to support a solid understanding of physics. I decided to study algebra for a year on my own, and now after taking a course in astronomy at a local college (and using algebra in various astronomical calculations), I am taking a course in algebra at the college as well.

In my earlier years I saw very little point in math. However, in physics, math is a tool of insurmountable importance; in fact, math is the language of physics. One could ask what was the point in learning French, and the answer would be similar to that concerning math: it is a window, a means of broadening horizons. For French, the window could open onto the landscape of Voltaire's eloquencies; for math, the window reveals in precision and detail the laws of physics.

It is also because of my involvement in physics that I have been reading Immanuel Kant's *Critique of Pure Reason.* Most people think of Kant as a philosopher, which he was. However, I have learned that philosophy and physics also bear a significant relation to each other.

A majority of my interests have come about through other interests. This, I feel, is a very natural way of becoming educated.

Discovering Cooking and Nutrition

From Jes Seaver (NY):

About a year ago, I met some people who owned a small whole foods bakery. I started babysitting their children on days that they baked, and since the bakery was attached to the house, I was soon interested in the goings-on out there. The principles surrounding a small home business seemed ideal to me. I started baking with them and ended up doing it almost full time. Long nights of work were also long nights of conversations about anything and everything, which oftentimes led me to further my explorations in areas where my interest had been sparked.

Since the owners were very knowledgable about diet and nutrition, and since almost all the ingredients they used were organic, we often discussed holistic diets, such as vegan, vegetarian, and macrobiotic. I became more and more interested in that subject and read several radical books that were rather mind-expanding. I had already been a vegetarian for about six months so adapting to a vegan diet wasn't too much of a sacrifice for me. Then later I adopted a wheat-free diet as well. Experimenting with my diet made me realize the sensitivity and adaptability I have and the control I actually do have over my consciousness. To further this interesting new concept I started meditating more frequently and started the practice of yoga, which was one of the best things I could have done for myself.

Since I was limiting what food I could take in, it became increasingly more difficult to raid the fridge and find sustenance. Somewhat out of necessity, this led to an interest in cooking, which in turn led to a number of interests that seem to be budding just at the moment, such as foreign foods. I'm also looking forward to this year's growing season so I can experiment in the dirt and try to grow some of my own food organically. ◆

Rachel with her telescope.

71

Teacher-Pleasing, Traditional Grading — and Learning?

[SS:] Elizabeth Aaronsohn came to my attention when she placed an order for 22 copies of GWS #101, the issue that contains our interview with Alfie Kohn. Kohn's book, Punished by Rewards, explores issues of intrinsic versus extrinsic motivation. Elizabeth explained that she was a Professor of Teacher Education at Central Connecticut State University and that she planned to use the interview in her classroom. Intrigued, I asked more about her work and learned that Elizabeth has been studying how traditional grading negatively affects students' learning – in elementary schools all the way up through graduate school. She and others have been working with student teachers, helping them to examine their own experiences with grades and with "teacher-pleasing" behavior so that they, in turn, can reflect on these issues when they work with children.

Elizabeth sent us a draft of a paper which she and a colleague presented in April of 1993. In the abstract, she says, "This study continues an intensive multi-level effort to investigate the effects of traditional forms of teacher judgment on student learning. Each of the researchers has contributed data from action research in classes they are presently teaching or have very recently finished teaching at the elementary school, middle and high school, and university levels."

Response to the interview with Alfie Kohn told us that this issue is of great interest to many of you, as it is to us here at GWS. I found myself having something to say in response to every paragraph of Elizabeth's paper, but I've refrained from saying it because I want to be able to include as much of the paper here as possible. I'll just say that the issues Elizabeth explores with student teachers who are weaning themselves from the usual forms of evaluation seem almost identical (or certainly parallel) to the issues homeschooling parents and children face as they wean themselves from school. Let's have continued discussion of the issues that these excerpts raise.

At the 1992 Northeast Educational Research Organization conference, one high school English teacher, three Teacher Education students, and one Teacher Education faculty member presented a qualitative research paper outlining our intention to investigate aspects of the traditional grading system. A lively discussion followed our personal testimonies from the elementary, high school, and university levels of schooling. The most sobering piece of data in that presentation was the university students' unanimous agreement that their preoccupying focus (and that of their similarly successful peers through almost sixteen years of schooling) had been on the game of figuring out what right answers and what correct behaviors each teacher required of them, in order to get top grades. Rarely, if ever, had their personal goal been even the permanent acquisition of content knowledge, to say nothing of the construction of meaning.

In the year since the 1992 NEERO conference, the researchers have been engaged in systematically trying out and examining methods of teaching and assessing learning in which the teacher's role is primarily that of facilitator, such that the focus is completely on the learner, his/her peers, and the materials of study. Each of us is teaching in such a way that students self-evaluate as the primary method of assessment, with teacher judgment being absent as much as possible. We are looking at student, parent, and administrative reactions to these innovative methods. In particular, we are watching for the development of an internal locus of control in each of our students, once the external control of ongoing grades, representing teacher judgment, has been eliminated. In addition, we have been interviewing students and teachers in order to understand what limits people feel they are bound by, and why, as well as to locate, observe, and support those other teachers who are trying to use alternative teaching methods in spite of perceived limitations. A greater range of issues than we had originally anticipated surrounds our in-depth examination of the socialization of students to what we have called "teacher-pleasing" behaviors.

John Holt identifies the damage our data exposes:

> Our constant checking up on children's learning so often prevents and destroys learning, and even in time most of the capacity to learn ....Their fear of failure, punishment, and disgrace severely reduces their ability both to perceive and to remember, and drives them away from the material being studied and into strategies for fooling teachers into thinking they know what they really don't know. (from the revised *How Children Learn*)

This expectation of themselves that they must know, and the anxiety that accompanies it, has been the theme of the majority of the university students' descriptions of themselves as

students, from the earliest elementary grades to the present, and is confirmed by the data gathered by the other researchers as well.

Interviews with teachers, students, and parents at random seem to have produced six main questions or concerns. Teachers ask: If there are no grades, how will I know who in my class is understanding the material and who isn't? They are also asking, how will I motivate my students to do the work if they know they aren't being graded? Parents ask: How will I know where my child stands if they aren't being graded? They also ask, how will I know what they are learning? The students ask: If I don't get grades, how do I know if I'm learning? They also ask, how do I know how I'm doing?

... So what about accountability and "standards"? Students of all ages demonstrate and report that once the intense pressure of someone standing over them to criticize is removed they will put time, energy, will, intelligence, and thoughtfulness into tasks.

In-depth conversations with these interviewees in most cases allowed the questioner to find his/her own answers, or at least new questions to consider. Teachers realize that they use grades as threats, relying on students' fear of failing to "motivate" them. Parents quickly understand that grades can show a comparison to others but don't prove what is being learned, what effort was involved, or how much personal growth occurred. The students who asked the fifth and sixth questions realized and agreed that ultimately, no matter what the teacher puts down as a grade, they know what they learned and didn't learn at the end of a unit.

Interviews and informal observations revealed that parents' and children's concerns were closely related, suggesting a possibility that the fears of the children could be an extension of the fears expressed by their parents. Parents are always saying, "Oh, really, the whole class failed? That's OK, then, it must be the teacher's fault." The children, parents, and even the teachers interviewed confirmed the researchers' own experience of having "done well" in classes in which they had "psyched out" what the teacher wanted to hear on tests, but had not learned much, if anything, while on the other hand they got less than top grades in classes in which they had learned a great deal. "So what do grades really measure?" became one of their deeper questions.

For five weeks during the fall semester of 1992, one of the student researchers worked with, among others, middle school students who were represented to him as having very little fear of failing "grade-wise," but were so turned off from school that they were not interested in accomplishing any task the teacher asked them to do. Teachers had someone walk them from class to class, not trusting them to get there on their own, and found the only thing that "worked" on them were threats. Teachers said that they had only briefly attempted cooperative learning with these students.

The Teacher Education student was given a room separate from regular classrooms for his learning center, where he created five activities isolating each of the five senses, designed to allow for individual freedom and learning independent of the teacher. The activities had answer sheets, which were then corrected, without grades, to diagnose problem areas for the students. Data on student motivation and achievement suggested that the "worst behaved" students from the lowest track surprised their regular teachers by taking on much greater responsibility than was usually expected of them, and by out-performing the students from the highest track, though students themselves never asked how they were doing in terms of grades, and no comparisons were made beyond the data gathering.

Understanding that new teachers tend to teach as they were taught and as the culture of schools determines, regardless of the progressive content of their teacher education courses, the professor has been exploring ways to make the experience of her courses one through which students might undergo a more fundamental change, by being required to identify and examine their own previously unconscious assumptions about teaching and learning. ...

Even by mid-semester, even with no grades, some students will not have broken through the boundaries that keep them from accepting the writing, lesson planning, small group decision-making and presentations, and all other learning, as a process, valuable for its own sake. Some still operate by trying to give the teacher what she wants rather than risking allowing themselves to follow their own hunches (as Holt described in *How Children Learn*). These students remain uncomfortable with uncertainty, and frequently resent not having quick closure or definite right answers. Others achieve reflectiveness about their school-imposed disabilities:

> Unfortunately, I still find myself thinking about grades and papers and projects and how I measure up to everyone else. I think it is very hard to overcome twelve years of product orientation.

Seeing these habits in themselves, they begin to notice the teacher-pleasing behaviors in the elementary and secondary classrooms they visit. Those who have arrived at that level of consciousness report seeing in wildly waving hands something beyond "enthusiastic students eager to learn," instead now recognizing those behaviors as "students trying their hardest to impress the teacher with their an-

swers." ...

Quizzes and tests seem to be an especially serious and universal source of anxiety and even anger for students. Even those few graduate as well as undergraduate students who reported not being in panic over a quiz (on the names of everyone in the class, announced in the first class session for the the second), indicated that they were angry and thought it wasn't fair, or that they had controlled their usual anxiety. Some, good at memorizing, had studied and were confident; others were doing deep breathing exercises to calm themselves down. In freewrite before the "performance," many reported feeling physically sick:

> Anxiety level is high/ it's in stomach/spreading through my arms/not sure of all the names/ block – mental block/nerves – nervous/names are all melding together, a smear; I should know them/with this freewrite I have forgotten most of them/think/ concentrate/ouch!!

The very word "quiz" triggered that level of stress in a class in which there were to be no grades! Although some students reported still feeling anxiety through the semester about not knowing "where they stood, the release from the pressure of having to think about being judged was the overwhelming feeling reported by most university students.

Trying to get the university students to practice interdependence in cooperative projects was perhaps the most difficult task of each semester. Since most members of university classes came from at least partial success in traditionally structured schooling, very few had had much if any experience of doing work that was not individual or competitive. Habits of rivalry for scarce "good grades" kept them from wanting to share ideas with each other, or to spend time helping someone else acquire concepts they already "had." Most have no frame of reference from their own schooling for seeking each other's assistance in study groups. Data suggest that competitive structures within a classroom, and tracking as early as first grade reading groups, let children know early who the teacher thinks is smart and who the teacher thinks is not, and hierarchies develop as early as that. Therefore, instead of seeing each other as resources, many university undergraduates still see each other as impediments to their own success, or they measure themselves against each other. Most of the young women students seem to blame themselves when they don't "measure up."...

The whole process of interdependence with peers seems to be new and threatening for most university students. Being "good" had made talking to each other, and especially "arguing" absolutely taboo in traditional classrooms. "I'm right, you're wrong" or, more usually, stony silence and capitulation, was the norm.

So what about accountability and "standards"? Students of all ages demonstrate and report that once the intense pressure of someone standing over them to criticize is removed they will put time, energy, will, intelligence, and thoughtfulness into tasks. Perhaps the completed data will point to the work teachers and parents need to do: help students get past fear of grades and blame of the teacher, in order to focus on pleasure of engagement in tasks. Interviews, student writing, and observations indicate that it is important not to reinforce those negative feelings by insisting on the importance of grades. Otherwise, fretting replaces thinking; making a piece of work look right or sound right so it will get a good grade replaces the desire to express, explore, communicate, keep a conversation going. Ultimately, if the pressure is too great, the student gives up.

On the other hand, the researchers' experience of replacing grades with non-judgmental constructive feedback has demonstrated a positive and even astonishingly successful way to have students produce frequent, honest, passionate, thoughtful pieces of work, not merely as products which we require but as vehicles for their own exploration of self and the world. In fact, when a reader or listener focuses entirely on the content of the writing rather than on mechanics, even the mechanical quality of the writing improves!

Teachers report believing that, without grades, students will not work. Most students at first report believing that as well. However, the data show that most students have worked more rigorously, more diligently, and, most important, more thoughtfully when they know that their papers will be read with great attention, and when they begin to realize that coming to class without a paper to share makes them feel they have let their group down. This has not been the case for every student; but it is safe to say that just after mid-semester at the university, just about everyone has kept up with the bottom-line expectation, and just about everyone has produced quality work.

Teacher education classes can be the place to ask students to unlearn habits of fiercely protective individualism and competitiveness against each other, orientation to reward and punishment, misdirected focus on getting through rather than on deep thinking about theoretical content and its practical application, and total dependency on teacher direction. They can be the places where people about to be teachers can construct their own ways of seeing and thinking from wider perspectives as they practice, recognize and internalize caring, creative, decentered and responsible behaviors: that is, the behaviors that should characterize teachers.

If teacher education classes are not such places, it is hard to imagine another situation in their lives in which teachers will have the support they need to confront and locate the sources of their own complicated assumptions and feelings about schooling. Therefore it may be useless to hope that substantive changes will occur in elementary and secondary education until teachers examine the limitations of their own early schooling within the supportive structure of living as well as considering the freedom and responsibility of authentic ways of learning. ◆

BEST COPY AVAILABLE

Psychologists Reflect on Homeschooling

Two from our list of Helpful Psychologists (see GWS #103) describe their experiences and views.

Should the Child Adapt to School?

From Mary Ann Hutchison:

When I get a child to evaluate, my feeling is that you have to evaluate the total picture: the child's history, the family, the school situation, etc. Traditionally, when psychologists get a child who is having a problem with school, if they evaluate the other issues and see that those are not the problem, they will generally conclude that they need to try to get the child to adapt to the school situation.

I won't assume that as readily. I will talk to the child and the parents, and I will go in to observe the child in school. I do that confidentially, so the child and the teacher know who I'm there to observe but the other kids don't. In that way, I'm able to see the child's school environment for myself. If the child is not adapting to school because her learning rate is different, or the way he learns is not the way that kids are taught in school, or the child is not getting support from the other kids, I talk to the child and the parents and explain that there are other options. This is important because the traditional school system is viewed as the norm, and the usual view is that the child should adapt to the norm. But I ask if the family is able to consider homeschooling or, depending on how flexible the school or the teacher is willing to be, whether the school is willing to adapt. In my experience, sometimes the school will adapt if it's a minor issue, but generally the school system doesn't think in terms of adapting to the individual child.

I'm seeing a couple right now who have two very bright children who are somewhat ahead of what the school system is expecting for kids their age. Sad to say, because it's a poor school district, the teachers are not used to expecting that ability from the kids. I'm talking to the parents and helping them to understand how their children learn and how to acknowledge these strengths in their kids. The parents don't feel able to homeschool right now, but they are trying to create other learning experiences for their kids on their own time.

I had another situation in which the issue was a child's not reading by a certain age. The parents had the expectation that the child should learn to read earlier, but he didn't learn until he was 7 1/2. They saw this as a very serious concern, and the child was starting to feel inadequate because his parents were viewing him as late, as behind. They had begun to see him as a patient, which was affecting his self-esteem and also, I think, keeping him from performing as well as he was capable of performing. I talked about his way of learning and helped to alleviate their fears, helped them to see that this was a difference, not a disability. I think after the parents began to see it this way, the child did too, and stopped feeling under so much pressure.

Having dealt with both child and adult patients for a long time, I've observed that many people have experienced trauma because of the school situation – teachers being abusive, either emotionally or physically, teachers not acknowledging a child's individual needs, peer pressure and peer abusiveness. In addition to that, I've worked in many different school settings and I've seen that it doesn't matter if you're dealing with wealthy schools or poor schools; the problems exist within the school system, regardless. I came to choose homeschooling for my child because of my work in the school system and my experiences with seeing what that system was all about.

When I hear about adult patients' histories, I have a different vantage point. If school was a problem for them, I can talk about it from a different perspective and suggest that the problem might not have been solely them, which I think validates what their feelings had been even if the system didn't validate those feelings at the time.

I also see several men and women in their twenties who are thinking about having children, and without pushing my own perspective on them I might suggest other ways of looking at raising children besides the view that you need to work outside the home all day and put your children in daycare or preschool. I suggest to women that we don't need to buy into traditionally male values, to become workaholics. My patients know that I am homeschooling my child because they know that I am only available to see patients in the evenings, when my husband takes over. They see that I value being home with my child during the day but that I also have other work. I may bring this up as a piece of information for them, or in many cases, they have on their own been interested in it and asked questions about it.

Testifying on Behalf of Austistic Child

From Susan Ott:

From being on GWS's list of helpful psychologists, I get some calls from people who have problems with their children. Oftentimes those problems are part of the original issue that the child had with school; they were part of what made school a bad fit for that child. It might be a behavior problem, for example – a child who didn't fit into the traditional classroom structure because he didn't like having to sit down all the time and wasn't able to use the full scope of his intelligence to explore. Sometimes, when I get a phone call, the family is realizing that although taking the child out of school solves a piece of the problem, there are often still things that need to be dealt with.

I also get calls from homeschoolers who are having concerns or problems and don't want to ask a psycholo-

gist who is unfamiliar with homeschooling and who might be inclined to see homeschooling as the root of the problem. For example, a mother once called me about a child who was extremely demanding and wouldn't leave her alone at all. I pro-posed some ideas that worked well: I suggested that the mother set aside time during the day when the child would absolutely, unequivocally have her mom's attention. Apart from that time, I suggested that the mother make it clear that there were other things for her child to do and to set up those things so that she wasn't at a total loss. I also suggested that she enroll the child in a swimming class or a gymnastics class at the Y. This was just based on an intuitive feeling on my part, because it sounded as if the child really needed to develop more confidence in her own abilities. These two ideas really worked.

In general, my experience has taught me that kids and families are all very different, but school is pretty much the same, so to say that school is the best environment for every child is clearly not true. Home is not the best environment for every child either; each case needs to be looked at individually. You can't try to force everything into a rigid model of what education is supposed to be like or what a family is supposed to be like because reality is messy and diverse.

My basic feeling about kids' emotional growth and development is that kids need to move from one step to another at their own pace and in response to their own signals. I also feel very strongly that family is the fundamental place where we all learn our self-concept, our emotional health, and if a child has a problem, chances are a caring, healthy family is the best place to deal with that. Of course, sometimes the family is not so healthy. Sometimes, if the family is really chaotic emotionally, the school can seem more stable and more sensible to the child, in which case school would be a good environment for that child to be in. But what most people don't realize is that school is very often *not* a nice, safe place for kids to be. Often, school is a scary, threatening, and judgmental place to kids, and if they're having trouble at home, it may be even harder for them to deal with school. So in those cases, when neither school nor home is a good option for the child, you have to look at other options. Maybe it would be possible for the child to live with another family member and work through a correspondence school. Sometimes older kids just quit school and begin living their lives; they get a job and so on.

I think it's very important for kids to know that there's an alternative to going to school. Teenagers have been hampered by the lack of information about alternatives, because of course schools don't really want them to know what's available. When my son was in high school, many of his friends would talk to me. Many of them had difficult family situations *and* difficult school situations, so it felt like a no-win situation and they didn't have anyone who would help them to think about alternatives.

The other kind of call I get, as a result of being on GWS's list, is from people whose children have special needs. It's interesting that the calls are different from years ago. Years ago, the question was, "Can I homeschool such a child?" Now I hear from people who want help in designing a home-school program for their child or who want my support in going to the school to ask for more resources for their homeschooled child. I can see that things have changed since the case I was involved in ten years ago. Gene Burkart, on GWS's helpful lawyer list, asked me to testify on behalf of a woman who had been homeschooling her autistic son. The school's special-ed administrator had decided not to allow the homeschooling, and the mother was required to place her child in a 24-hour school for a period of evaluation. When the mother got him out of there, the school petitioned the state to remove him from her custody.

The first thing I did was something none of the people from the school had done: I went to the home to watch this mother work with her son. I discovered that what she was doing made a lot of sense and that she was having good results. When I read the records of what had happened during the period in which he was in school, I learned that they had had to use more aversive techniques which hadn't worked anyway. We won the case easily, and since then families in Massachusetts seem to have had an easier time getting permission to homeschool kids with special needs. It's interesting, by the way, that now the Department of Education is telling schools that they need to work on individualizing instruction. This is of course what should have been happening all along and what homeschoolers have been doing all along. ◆

NATIONAL HOMESCHOOL ASSOCIATION

- NHA is committed to emphasizing the diversity of homeschoolers while encouraging the acceptance of homeschooling as an individualized approach to education.
- The National Homeschool Association exists to advocate individual choice and freedom in education, to serve those families who choose to homeschool, and to inform the general public about home education.
- NHA does not compete with state homeschool organizations and support groups, but rather makes referrals to the state and local groups.
- NHA membership is open to all. Members are united through their commitment to homeschooling.
- Family membership, which includes a quarterly newsletter, is $15 for one year and $25 for two years.

P. O. Box 157290
Cincinnati, Ohio 45215-7290
(513) 772-9580

Opportunities & Activities

Loans for Young Entrepreneurs

Manoj Padki and Manisha Kher write:

We value the spirit of enterprise very highly. It encourages some of the best values in people, like thinking for yourself, planning ahead, and responsibility. We were thinking one day about how we could promote entrepreneurship among kids and an idea came to our minds. It's based very loosely on the Grameen Bank in Bangladesh, which promotes small businesses by giving out loans to people whose only collateral is some experience, a supporting network of friends and relatives, and good character. Their typical loan is about $250. The amazing thing is that the Grameen Bank's default rate is lower than a commercial bank's!

We thought *we* could try to promote small businesses in much the same way. My (Manoj's) association with Holt Associates has made me aware that homeschooling kids are an amazing bunch of entrepreneurs and so they have become an obvious target audience.

Here's the offer: We would like to offer up to $500 in interest-free loans, to be repaid in two years or less, to homeschooling kids (under age 18) who need the money to start and/or expand their business. For example, you might be running a small bakery and need $200 to buy more pans because the whole neighborhood is ordering breads from you, or you may be looking after your neighbors' pets and would like to hire another kid because the business is getting too big for one person to handle, or you might want to buy uniforms for your errand-running business to make it look like a proper business.

All we ask is that it should be a legitimate business and that you have had some experience running a business. After the money is paid back, we plan to reuse it to support other businesses like yours, so getting the money back is important to us.

If you think your business could use a little capital, send us a proposal with specific details about how you plan to use the money. We would also like to see your business history and a letter from your parents (or other knowledgeable adults) regarding the proposed use of the money.

Write to Manoj and Manisha in care of Holt Associates; we'll forward the letters.

On-Line High School

Clonlara Home Based Education Program has started "CompuHigh," an on-line program which allows high school-aged homeschoolers to take courses using a computer network (courses listed include Algebra, American Government, Collaborative Writing, Computer Networking, Earth Science, Independent study, Small Business, World Geography, and Peer Tutoring). The brochure says that students can get advice from adult mentors and also write to other students by using electronic mail. For enrollment information, write Clonlara School CompuHigh, 1289 Jewett, Ann Arbor MI 48104 or call 313-769-4515.

TV-Turnoff Week

We received information about National TV-Turnoff Week, April 24-30, 1995. The press release says: "During the last week in April 1995, thousands of schools, libraries, and community organizations will join together in a coordinated effort to encourage millions of families and individuals to turn off their TV sets for seven days. In exchange, participants will engage in a broad range of substitute activities that foster greater social, physical, academic, and creative development." An article in the 2/2/95 *Boston Globe* describes some of the suggested alternatives to TV: "game nights and family sing-alongs, visits to parks and museums, bike riding, journal-keeping, visits to the library, making puzzles, doing arts and crafts, getting together with friends, playing or listening to music, even preparing dinner together as a family." (Sound like an ordinary week for a homeschooling family?) To find out how to organize a local turnoff, call Elizabeth Barrett at TV-Free America in Washington, DC, 202-887-0436 or fax 202-887-0438.

Driver's Ed at Home

In GWS #102, Anna Woofenden asked about independent driver's ed courses that homeschoolers can do at home. Dawn Shuman (PA) writes:

I'd like to recommend a correspondence course offered by Pennsylania State University. I learned about their course from the Pennsylvania Homeschoolers newsletter, published by Howard and Susan Richman. I'll quote: "Call 800-252-3592 for catalog and information on all of their high school-level courses. Cost is about $110 which includes textbooks. You could arrange the on-the-road component with drivers who teach driver education in the schools. Our insurance agent's secretary gave us the name of several driver education teachers in the area who had signed certificate cards for student drivers. One who lives down the road from us agreed to teach our son Jesse the on-the-road component for $90."

Penn State is experienced in dealing with homeschoolers, and as far as I know they do offer driver's ed to anyone, not just PA residents. The only tricky thing about the course was that the final exam had to be administered by a faculty member at an official university or college. A high school principal might also have been an option. I asked someone in my church who teaches at Villanova to do it, and he got a kick out of sending in his credentials and setting a timer for me in his dining room. I still haven't done my on-the-road because I got too busy and then left for college, but I do have the textbook certificate. I found many driving schools in my yellow pages, which may not help you if your location is fairly remote but would be good to keep in mind for anyone who lives in a metropolitan area. ◆

Additions to Directory

Here are the additions and changes that have come in since our last issue went to press. Our complete 1995 Directory was published in issue #102. Our Directory is *not* a list of all subscribers, but only of those *who ask to be listed*, so that other GWS readers, or other interested people, may get in touch with them. If you would like to be included, please send the entry form or a 3x5 card (one family per card). Please take care to include all the information - last name, full address, and so on. Tell us if you would rather have your phone number and town listed instead of your mailing address (we don't have space to list both).

If a Directory listing is followed by a **(H)**, the family is willing to host GWS travelers who make advance arrangements in writing.

If a name in a GWS story is followed by a state abbreviation in parentheses (e.g. "Jane Goldstein (MA) writes...") that person is in the Directory. If the name is followed by the entire state name (e.g. "Jane Goldstein of Massachusetts writes...") then that person is not in the Directory. We are happy to forward mail to those whose addresses are *not* in the Directory. If you want us to forward the letter without reading it, mark the *outside* of the envelope with writer's name/description and the issue number. If you want us to read the letter and then forward it, please enclose another stamped envelope.

When you send us an address change for a subscription, please remind us if you are in the Directory, so we can change it here, too.

Please remember that we can't control how the Directory is used; if you receive unwanted mail as a result of being listed, just toss it out or recycle it.

AK — Nona & Conrad MULLER (Anna/83, Zoe/86, Irene/92) 5875 Glacier Hwy #10, Juneau 99801

CA, North (zips 94000 & up) — Joe & Aileen AIDNIK (Shana/88) 988 Collier Dr, San Leandro 94577-3820 **(H)** ••• Bry & Mike CONLEY (Sean/87, Devin/90, Alden/94) Tri-City Homeschoolers, 39195 Levi St, Newark 94560 **(H)** ••• Sheila JOHNSON & Keith STEMPFLEY (Amanda/87, Sophie/89) 502 Font Blvd, San Francisco 94132 ••• Mary NEWKIRK & Marvin TROTTER (Amber/84, Evan/87, Eliza/91) 2400 Meadow Dr, Redwood Valley 95470 **(H)** ••• Laura SCOTT (Lila/80, Nick/82) PO Box 53, Pt Reyes Station 94956

CA, South (zips to 94000) — Rafael HERRERA & Maria RANGEL (Camille/82) 4301 Abbington Ct, Westlake Village 91361 ••• Becky & Kevin JONESTRASK (Lori/87, Cassie/93) 2633 Wyandotte Av, San Diego 92117 **(H)**

CO — Kim & Jim ADAMS (Kalin/89, Lauren/94) PO Box 8009, Durango 81301 ••• Holly KEIFER (Emily/13) 2888 Bluff St #492, Boulder 80301 **(H)** ••• Kiyo & Peggy NISHIKAWA (Karen/84, Stacey/88, Rachel/93) 2420 N 1 St, Grand Junction 81501 (change) **(H)** ••• Bridget WALSH & Criswell DAVIS (Cole/85, Teagan/90) 2517 Sunrise Ct, Louisville 80027 (change)

CT — Monika & David STEIN (Noah/86, Sonja/89) 53 Pond Meadow Rd, Ivoryton 06442 **(H)**

GA — Catherine & Bill McKEE (Jessica/87, Michael/92, Anna/94) 605 Carrack Ct, St. Marys 31558

IL — Tim & Sue RERICHA (Loryn/93) RR 1 Box 89, New Berlin 62670

IN — Jim & Phyllis TUBESING (Kelly & Robin/80) 932 Beechwood Ln, Indianapolis 46227

MD — Michael & Cathy KUHN (Brad/73, Erich/84) 5916 Glenoak Av, Baltimore 21214

MA — Michael & Lisa BRESCIA (Ashley/88, Alec/92) 25 Orchard Hill Dr, Rutland 01543

MI — Jim & Jill BALL (Brennan/80, Andrea/81, Nathaniel/85, Steffen/87) 1083 Jewell, Milan 48160 **(H)** ••• Kari & Paul MARCOTTE (Zachary/91) 415 E A St, Iron Mountain 49801 **(H)**

NJ — Allison HEARN & Hume FELDMAN (Timmia/89, Zoey/93) 91 Hartley Av, Princeton 08540

NY — Darlene & Doug ABAJIAN-HULICK (Malcolm/86) PO Box 48, Gilbertsville 13776 **(H)** ••• Daniel BRIONES & Sonia IDELSOHN (Alan/92) 3807 Ravine St, Shrub Oak 10588 ••• Veronique Laliberte (Lara/79, Lainey/81) 6 Hoags Corners Rd, E Nassau 12062 **(H)** ••• Bruce & Pat WHIPPLE (Brian/82, Kimberly/93) 91 Harden Rd, Lagrangeville 12540-6323

NC — Ann CONLON-SMITH & Shepherd SMITH (Nicholas/81, Peter/94, Oliver/88) 5517 Mapleridge Rd, Raleigh 27609 ••• Mary Ann & Stephen PAGANO (Benjamin/87, Noah/89, Liliana/93) 5330 Three Waters Ln, Graham 27253 ••• Jane Brown & Matt WILLIG (Perry/84, Jesse/91) 2521 White Oak Creek Rd, Burnsville 28714 **(H)**

OH — Michael & Marsha BRODY (Joseph/91, Lucas/92, Kaitlin/94) 213 N 2 St, Waterville 43566 ••• Barbara DEWEY (Chris/86, Robin/90) 89900 Mill Hill Rd, Bowerston 44695 **(H)**

OR — Cathy & Sam PENNINGTON (Jackie/87, Tatum/88, Sloane/90, Sam/92) 11115 Williams Hy, Grants Pass 97527 (change) **(H)**

PA — Steve & Patty BULACK (Jonathan/85, Alene/86, Chelsea/88, Brianna/90) 920 S 48 St, Philadelphia 19143 (change) ••• Rosalia FIGUEROA (Gabriel/89, Rubi/92) 915 Summit Chase Dr, Reading 19611 ••• Scot PATERSON & Jill BUCHANAN (Jeremiah/80, Shona/82, Willa/85) SR Box 14, Woodward 16882 **(H)**

TX — Diane & Jim McKINNIS (Dylan/81) 1011 Naked Indian Trail, Canyon Lake 78132 ••• Therese PALMER & John DUCA (Evan/90) 1616 N Hills Dr, Rockwall 75087 **(H)**

VT — Chuck & June ALECK (Lisa/81, Michelle/85) RR 1 Box 846, Putney 05346 **(H)**

VA — Amy GERHARDT & Chris HOWLETT (Giles/86, Walker/90, Noah/93, Evan/94) Rt 1 Box 17, Lovettsville 22080 **(H)** ••• Donna NIMEY & Wade CORNELIUS (Greg/89, Katherine/90, Severin/94) 5803 Mt Vernon Dr, Alexandria 22303

WA — Emilie FOGLE & Don OVERMILLER (Isaac/88, Carter/93) 1413 Easthills Terr, E Wenatchee 98802 **(H)** ••• Laura PRITCHARD (Daniel/77) 25607 98 Pl SE, apt K102, Kent 98031 (change) **(H)** ••• Jay & Bedelia SAMSON (Damas/85, Lillian/88) 2600 Central Rd, Everson 98247

WI — Jeanne WELSCH & Robert RAINEK (Tegan/89) 8300 Menomonee River Pkwy, Wauwatosa 53213 **(H)**

Canada:

Alta — Ken & Grace MARCINKOSKI (Gordon/81, Paige/83, Cathy/86) Box 1057, Camrose T4V 4E7

BC — Marnie ANDREWS & Mike BULLOCK (Martin/87, Max/89) Box 505, Queen Charlotte City V0T 7S0 **(H)** ••• Lynne THUNDERSTORM (Leaf/71, Raven/80, Fox/87) Box 58, Telegraph Creek V0J 2W0 (change) **(H)**

Ont — Robert & Monica REID (Elizabeth/82, Patrick/84, Ian/87) Villa Villekula Homeschool Resource Grp, 1250 Gladstone Av, Windsor N8X 3H3

Other Locations — Kathy & Graeme BOLES (Steven/85, Jessica/87, David/92) Druces Rd, MS 142, Yeppoon 4703, Queensland, **Australia (H)** ••• Sue & David DOWEY (Robert/82) Denwood Pk, Kennedy Grove, Appin 2560 **Australia** ••• Marie & Michel HEITZMANN (Sasha/91, Ariane/93) Au Village #12, 1277 Borex, **France (H)** ••• Reed & Chris SIMS (Emily/87, Paul/89) 23 Golden Shower Ln, Dededo **Guam** 96912 (change) **(H)**

Add to the Directory of Organizations:

AK — Sitka Home Education Assoc, PO Box 1826, Sitka 99835; 907-747-1483

CA — California Homeschool Network, PO Box 2111, Morgan Hill 95037-2111 ••• Tri-City Homeschoolers, 39195 Levi St, Newark 94560

OH — Association of Ohio Homeschoolers, 748 Sheridan Av, Columbus 43209

British Columbia — Salt Spring Unschoolers Network, 132 Bullock Creek Rd, Salt Spring Island V8K 2L3

Ontario — Villa Villekula Homeschool Resource Grp, 1250 Gladstone Av, Windsor N8X 3H3; 519-254-3593

Helpful School — Puget Sound Community, 1715 112 Av NE, Bellevue WA 98004; 206-455-7617

Address Changes:

CO — Home Educators for Excellence of Durango, c/o Gring, 315 Timberline Dr, Durango 81301

NC — Families Learning Together, Rt 1 Box 219, Chocowinity 27817

Helpful School – Abbington Academy, Box 3303, Gibbs Av, Wareham MA 02571; 508-291-1229

Pen-Pals

Children wanting pen-pals should write to those listed. Please try to write to someone on the list before listing yourself, and remember to put your address on your letter. To be listed, send name, age, address, and 1-3 words on interests ••• Maia KELLY-JOHNSON (15) 6505 Woverine Ln, Keystone Heights FL 32656; dance, drama, travel ••• Suzanne BERG (9) 216 Hawksbrow Mews NW, Calgary, Alberta, Canada T36 3B6; horses, skating, computer games ••• Jacob

ENTRY FORM FOR DIRECTORY

Use this form to send us a new entry or a substantial address change to be run in the next available issue of GWS.
Adults (first *and* last names):

Organization (only if address is same as family):

Children (names/birthyears):

Full address (Street, City, State, Zip):

Are you willing to host traveling GWS readers who make advance arrangements in writing? Yes ___ No ___

Are you in the 1995 Directory (GWS #102) Yes ___ No ___
Or in the additions in a subseqent issue? Yes ___ No ___

KNOLL (11) 3527 Standleard, Toddvill IA 52341; rock 'n roll, sports, reading ••• HARRISON, RD 11 Box 544, Greensburg PA 15601: Anna (11) stamp-collecting, trading; Sophia (11) animals, chess, ice skating ••• Shona PATERSON (12) SR Box 14, Woodward PA 16882; reading, basketball, music ••• TROTTER, 2400 Meadow Dr, Redwood Valley CA ••• Oona JORDAN (13) 8803 S Shoemaker, Whittier CA 90602; Irish dancing, sports, art ••• WHITNEY, 8504 Meadow Ridge Lane, Chapel Hill NC 27516: Lexi (11) arts, sports, nature; Rosy (9) ice skating, gymnastics, UNC; Josiah (8) games, sports, Legos; Leila (5) horses, Barbie, gymnastics

Subscriptions & Renewals

Subscriptions start with the next issue published. Rates are $25 for 6 issues, $45 for 12 issues, $60 for 18 issues. GWS is published every other month. A single issue costs $6.

Rates for **Canadian** subscribers: $28/yr. **Outside of North America**: $40/yr airmail, $28/yr surface mail (allow 2-3 months). Subscribers in U.S. territories pay U.S. rates.

Foreign payments must be either money orders in US funds or checks drawn on US banks. We can't afford to accept personal checks from Canadian accounts, even if they have "US funds" written on them. We suggest that foreign subscribers use MasterCard or Visa if possible.

Address Changes: If you're moving, let us know your new address as soon as possible. Please enclose a recent label (or copy of one). Issues missed because of a change of address (that we weren't notified about) may be replaced for $2 each. The post office destroys your missed issues and charges us a notification fee, so we can't afford to replace them without charge.

Renewals: At the bottom of the next page is a form you can use to renew your subscription. Please help us by renewing early.

How can you tell when your subscription expires? Look at this sample label:

A12345 123456 06/01/95
JIM AND MARY SMITH
16 MAIN ST
PLAINVILLE NY 01111

The number that is underlined in the example tells the date of the final issue for the subscription. The Smiths' sub expires with our 6/1/95 issue (#105, the next issue). But if we were to receive their renewal before the end of the previous month (5/31), they would qualify for the free bonus issue.

Reward for bringing in new subscribers: If you convince someone to become a new subscriber - to take out a subscription at $25 a year - you will receive a $5 credit which you can apply to any John Holt's Book and Music Store order or to your own subscription renewal. Check the box under your mailing label to indicate that you are the one who brought in this new subscriber, and then clip or copy the form and have your friend fill it out and enclose the $25 payment. We will process your friend's subscription and send you the $5 credit. **This offer does not apply to gift subscriptions or renewals.**

Writing to GWS

Please put separate items of business (book orders, directory entries, letters to GWS, etc.) on separate pieces of paper and put your name and address at the top of each letter.

How to write letters for publication in GWS:

1. Handwrite, type, or dictate your thoughts and send them in on paper, on a cassette tape, or on a 3.5" disc (send the hard copy too).

2. There is no #2! We have no formal submission procedures, so rule #1 is all you need. Do tell us whether it's OK to use your name with the story (it's fine to be anonymous instead) and do bear in mind that we edit letters for space and clarity and that we often have much more great stuff than room to print it, so it can take a while before something gets in.

The best way to get a sense of what kind of writing gets published in GWS is to look through a few issues. In general, we prefer writing that is in the first- or third-person ("I did this" or "She did that") rather than in the instructional or prescriptive second-person ("You should do this..."). We like to hear about what people did or tried, what did or didn't work, what they've observed or concluded or wondered as a result. GWS stories focus on how people learn, particularly how they learn outside of school settings. We are always interested in stories about how homeschoolers meet and deal with common issues – negotiating with a school district, pursuing a particular interest, learning to trust oneself – to name just a few.

We're always interested in responses to writing that has been published in the past, and GWS is often an ongoing conversation among its readers. Because there isn't much time between the day you get an issue of GWS and the day the next issue goes to press, responses can't always be run right away, but we do try.

Most of the time, readers don't need a special invitation to write to GWS; just follow rule #1, above. When we are planning to have a section of an issue focus on a specific topic or question, we write or call people inviting them to write on that topic. The more we hear from you, the more likely we are to know what you might be able to write about and thus the more likely we are to think of you when a particular topic comes up. For our regular Focus section, we ask kids who have written in the past, kids who have said they would like to write, and – mostly! – kids chosen at random from the Directory and pen-pal listings. If you want to be asked to write for an upcoming Focus, drop us a card, or, better yet, write a GWS story about something else (your thoughts or experiences, your response to something in a previous issue...).

We love hearing from readers *whether or not* we are able to publish the story, as all letters give us valuable information and food for thought.

Declassified Ads

Rates: 70¢/word, $1/word boldface. Please tell these folks you saw the ad in GWS.

FREE Science Magazine loaded with experiments. TOPS Ideas, 10970 S Mulino Rd, Canby OR 97013.

If your children like LEGOS they will love MORTENSEN MATH. Students are drawn to the blocks and while they have fun, they learn Arithmetic, Algebra, Problem Solving, Measurement, even Chemistry. Special prices for GWS readers for limited time. FREE CATALOG! Call TODAY 1-800-338-9939.

Home Education Magazine, now has a forum on America Online! Keyword HEM. Published since 1984, HEM offers feature articles, ten regular columnists, news and information, and much more in every 68 page issue! Current issue $4.50, One year $20 (6 issues). Free 24 page books and publications catalog. Home Education Press, PO Box 1083, Tonasket, WA 98855-1083. 509-486-1351. E-mail HomeEdMag@aol.com.

Good Stuff: Learning Tools for All Ages is a 1994 Parents Choice Award Winner! This 386 page educational resources book, completely updated August 1994, is an outstanding value for homeschoolers. By HEM Resources Editor Rebecca Rupp. $16.75 postpaid from Home Education Press, PO Box 1083, Tonasket, WA 98855-1083. 509-486-1351. E-mail HomeEdMag@aol.com. Free 24 page books catalog.

High Quality Books up to 40% off. Give your children the "educational advantage" with award winning books from Dorling Kindersley (publisher of **EYEWITNESS BOOKS**). Exceptional business opportunity earning $200-$5,000 a month while building a superb library for your children. FREE CATALOG: 619-739-1990.

OFTEN OVERLOOKED AMERICANS/EVENTS. VRQ recounts their tales. Four issues $25. Write for free "Varieties" for details. Vintage Reading Quarterly, Box 126, Gilbertsville, NY 13776.

INCISIVE **THINKING** THROUGH PRECISE **WRITING**. Individualized writing instruction by experienced teacher with M.A. in English. Affordable. Free information: Taproot Writing, PO Box 150451, Lakewood, CO 80215-0451, 303-989-3412.

UBSORNE BOOKS: CONSULTANTS NEEDED! HOME SHOWS, BOOK FAIRS, DIRECT SALES. FREE BROCHURE: 704-922-5402.

Wonderful **HOME BUSINESS** opportunity with **USBORNE BOOKS**. Promote hands-on, self-motivated learning. Earn money, get free books your kids will love, and involve your family in a real learning project. Mary Schlieder, 21925 S 96th St, Holland, NE 68372, 402-792-2471.

WALDORF HOMESCHOOLERS please let me know your story! JDodge, 5856 Eldergardens St, San Diego CA 92120.

College Financial Aid available for homeschoolers! Request FREE information today! CTS, Box 55, Youngwood, PA 15697 or call 412-925-3222 ext 112 for recorded message.

GROCERIES ON $40 PER WEEK. New savings guidebook written by homeschooling Mom includes food, babies, medical, more. Moneyback guarantee. $5.50 Miserly Moms, PO Box 32174, San Jose, CA 95152-2174.

"I think therefore I homeschool" durable plastic-coated 2" refrigerator magnet, subtle design or **"My school is homeschool"** 2" wearable pin, fun primary color design only $3.75 each ppd or one of each for $6.50 ppd from Juniper Place, 622 Aldershot Rd, Baltimore, MD 21229.

In business for yourself but not by yourself. Expert training at our 300 offices nationwide. Call me when you're ready to start. 513-863-5913.

In-Home Business Opportunity, positive, commercial-free, educational/self development television, satellite dish technology, exciting ground-floor opportunity, big potential. For information write to 134 Greenacre Rd, Westwood, MA 02090.

Young family offers room and board to mother's helper. Current residence NH Lakes Region, frequent Maine visits. Stay weeks/months. Ross & Marge Adams, PO Box 451, Alton NH 03809-0451; 603-875-8872.

WRITING RELAY - Fun and creative, encourages learning parts of speech, punctuation, simple and complex sentences. Can be adapted for FIRST-H.S. Especially useful MIDDLE GRADES, LD and ESL. $22 + $3 shipping. CA res. 7 1/4% tax. SIERRA SOLUTIONS, PO Box 65, Auburn CA 95604.

Unschooling family with 3 children (10 & 7 years and a newborn) offering an older teenager/young adult a full-time/part-time job of childcare and household help in exchange for room, board, and spending money. Required: nonsmoker, nondrinker, excellent driver and loads of fun. We live in a very pretty neighborhood, with lots of trees, 35 minutes by train from New York City. Contact Beryl Polin, 190 Hollywood Ave, Crestwood NY 10707, 914-337-5825.

BEST COPY AVAILABLE

Book Reviews

Making and Playing Homemade Instruments by Homespun Video

#3196 $19.95 + $4.50 s/h

There used to be a band called the Provincetown Jug Band that featured homemade instruments. Prominent in the band's arrangements were washtub bass, washboard percussion, and empty jugs that the musicians blew into for a variety of wind sounds. I saw them a few times when they played around Massachusetts and I was always struck by how many songs they could play with such crude instruments as well as by how much fun I had listening to them.

Learning to create and to play such instruments is the purpose of the video *Making and Playing Homemade Instruments*, and it succeeds admirably. Though I don't want to encourage homeschoolers to watch more TV than they may already watch, I find that videotape is a good medium for this sort of instruction. For instance, it would be far more complicated to describe in words and illustrations how to make, position, and tune the frets for a Bleach Bottle Banjo than it is for the instructor and her child assistant to show us how on this video. We see and hear them matching the position of the frets to the tones of the scale they are singing, making mistakes and correcting them as they go along. This tape is a good example of the way in which, in some cases, videotapes can be used to nurture learning and encourage activity rather than just passivity.

The tape shows how to make and play nine instruments: a mouthbow, an Oatmeal Box Banjo, a Bleach Bottle Banjo, Oatmeal Box Congas, Spoons, Bottle Cap Castanets, Tin Can Maracas, a Washtub Bass, and the Washboard. As you can tell from the titles, materials for these instruments are commonly found around the house or can be purchased in a second-hand store or hardware store. The performers always tell you of alternative materials you can use if you can't find the ones they use.

The instructions for creating the instruments are very clear and easy to follow. The tools are not too difficult for children to use with adult supervision: a hand-drill, a saw, a file, a knife, a hammer. This tape is a good model of adults and children using real tools to make something together.

The music for which these instruments are well suited is popular American folk songs, making these instruments good for people who don't have a technical music background. You don't need to be able to read music, and, outside of the banjos and the bass, for which you need both rhythm and a sense of pitch to play well, you don't really need more than willingness to try and keep time in order to use these instruments. Within an hour or so you can create congas and a mouthbow and be playing "I've Been Working on the Railroad" together; within a week or so, who knows? You might create your own family jug band! — Pat Farenga

Subscribe now and get our **FREE**
1994 Directory of Homeschooling Families.
Growing Without Schooling (617) 864 - 3100

☐ YES! Send me a one year subscription (6 issues) to Growing Without Schooling and my FREE Directory of homeschooling families for *$25.00.

☐ Please bill me.
☐ My payment is enclosed. Place this card in envelope with:
Check or money order to GWS.
Visa or MasterCard #: _____
Expiration date: _____

Name _____
Address _____
City _____ State _____ Zip _____

*Please add $3.00 for Canadian and foreign surface mail orders, $15 for foreign air mail. (U.S. funds only, drawn on U.S. bank).

It's a very serious mistake to think that the divisions which we have made in human experience, certainly in our schools, dividing it into subjects or courses or so-called academic disciplines – it's a very great mistake to think that these correspond to anything in the real world. There are no dotted lines out there which separate physics from chemistry, or history from geography, or economics from government, or philosophy from religion. These are all activities. They are all different ways of looking at, thinking about, asking about, certain aspects of the wholeness and interconnectedness of human experience.

from a talk John Holt gave in 1976.
See our Focus in this issue, "How One Thing Leads to Another."

Growing Without Schooling
2269 Massachusetts Avenue
Cambridge MA 02140

SECOND CLASS
POSTAGE PAID

81

U.S. $6

June/July 1995

GROWING WITHOUT SCHOOLING

Issue 105

Learning from Siblings
See page 20

How Support Groups Help

Developing Self-Discipline

Toward a Welcoming Community

Adjusting to Freedom

Homeschoolers and High School Athletics

PS 023970

BEST COPY AVAILABLE

Contents

News & Reports p. 3-4

Changes to North Dakota Law, Should Homeschoolers Stop Complying with Regulations?

The Right to Play: Homeschoolers and High School Athletic Teams p. 5-9

The story of the two-year-long struggle in Massachusetts

Adjusting to Freedom p. 10-11

A teenager's first year of self-directed learning

How Support Groups Help New Homeschoolers p. 12-15

Nowadays there are many veteran homeschoolers *and* many newcomers. How do the old timers share their knowledge and support?

Challenges & Concerns p. 16-19

Overcoming Panic, Older Readers, Understanding School Kids

FOCUS: Learning from Siblings p. 20-24

How siblings learn from the differences between them

Toward a Welcoming Community: A Conversation with David Schwartz p. 24-27

Watching Children Learn p. 28-33

Science, Developing Self-Discipline, An Integrated Life

Two Worlds: What a Homeschooling Mother Learns from Working in Schools p. 34-35

Resources & Recommendations p. 36

Issue #105
June/July 1995

GWS

Founded in 1977
By John Holt

Editor - Susannah Sheffer • Publisher - Patrick Farenga • Contributing Editor - Donna Richoux • Bookkeeper & Editorial Assistant - Mary Maher • Office Manager - Day Farenga • Subscription Manager - Randi Kelly • Shipping Manager - Phil Cranshaw • Shipping Assistants - Annie Tummino & Jennifer Fitzsimmons-Gauger • Catalog Order Processor - Steve Cobb • Clerk, Book Review Coordinator - Maureen Carey • Computer Administrator - Ginger Fitzsimmons • Office Assistant - Mandy Maher

Holt Associates Board of Directors:
Day Farenga, Patrick Farenga (Corporate President), Mary Maher, Manoj Padki, Susannah Sheffer
Advisors to the Board:
Tom Magier, Mary Van Doren, Nancy Wallace

GWS Illustrations by Emily Linn
Cover photo is of the Mathisky siblings. See Focus, p. 20.

Growing Without Schooling #105, Vol. 19, No. 2. ISSN #0475-5305. Published by Holt Associates, 2269 Mass. Ave., Cambridge MA 02140; 617-864-3100, fax 617-864-9235, email HoltGWS@aol.com. $25/yr. Date of issue: June 1, 1995. Second-class postage paid at Boston, MA and at additional mailing offices.
POSTMASTER: Send address changes to GWS, 2269 Mass. Ave, Cambridge, MA 02140
ADVERTISERS: Space reservation deadlines are the 1st of odd-numbered months. Copy deadlines are the 15th. Write for rates.

In this issue

I'm writing this on Take Our Daughters to Work day, on which girls across the country are invited to leave school for a day and accompany a parent, other relative, or adult friend through the working day (whether that working day occurs at home or elsewhere). This is the third annual TODTW day, and each time, as I've walked through my neighborhood, I've laughed to myself because for this one day, every workplace looks like Holt Associates. Letting kids be outside of school and in the stream of adult life is what we're all about; as John Holt wrote in 1983, "I see homeschooling as part of a larger cause, or a means to a larger end, the integration of children into adult society. ... It is about how people can find life worth living and work worth doing without having to go through the medium of school."

So Take Our Daughters to Work day, while extremely valuable, is in an important sense remedial. If we hadn't separated young people from adult life in the first place, we wouldn't then need a special effort to let them back in.

This is the point David Schwartz makes with regard to people with disabilities as he describes, in our interview in this issue, his efforts to find ways for these people to be truly welcome and truly useful in their communities. We saw a connection between our work and Schwartz's, which we explore in this interview, and in a way, the interview connects with the subject of this issue's Focus as well.

There, we asked young GWS readers to tell us about how they've learned from their siblings – and in particular, how they've learned from the *differences* between themselves and their siblings. These kids, too, are bridging a gap that usually exists in our culture. Schooling typically forces siblings to have such separate lives that they get little chance to learn from one another, much less to appreciate their different styles or perspectives. But homeschooling siblings have this opportunity, and after seeing what they've written here, I suspect that the sibling relationship may be among the first and most important places where homeschoolers learn about negotiating and bridging differences. It may be the arena in which they develop the skills that they then carry into other kinds of relationships – like the friendships between homeschoolers and school kids that we explored in GWS #103.

Socialization, after all, grows from close relationships with a small number of people who learn, as one homeschooler said in this issue, to take you as you are. This is what David Schwartz is trying to make possible for people with disabilities by welcoming them where they have previously been excluded. Homeschooling can make this possible for young people as well.

— Susannah Sheffer

83

BEST COPY AVAILABLE

News & Reports

Change in North Dakota Law

North Dakota House Bill 1488, which will go into effect in August 1995, adds a new way for parents to be qualified to homeschool in that state. Previously, parents could qualify by being a state certified teacher, by being monitored by a certified teacher, or by meeting or exceeding minimum scores on the National Teachers Exam. Now Rev. Clinton Birst, Chief Lobbyist and Executive Director of the North Dakota Home School Association (NDHSA), writes in a recent mailing, "The bill modifies the homeschool law by adding a baccalaureate degree as a fourth qualification to homeschool. For those qualifying under the monitoring provision, the monitoring can cease after two years if the composite score on an achievement test is at or above the 50th percentile." Homeschoolers in North Dakota had lobbied on behalf of this bill and testified at legislative hearings.

NDHSA also reports that the governor signed another bill, HB 1277, which outlaws discrimination in the admissions policies of state colleges and universities. The law does not specifically mention homeschoolers, but NDHSA hopes to demonstrate its relevance to homeschoolers and students in non-approved private schools. State officials have invited representatives from NDHSA to discuss this issue.

Should Homeschoolers Stop Complying with Regulations?

Judy Garvey and Jim Bergin (ME) write:

Thank you to Pat Farenga for introducing homeschoolers to Sheldon Richman's *Separating School and State* (GWS #103). This is a powerful and thoughtful book and a tremendous contribution toward lowering the walls that secure compulsory education and attendance laws. On a personal level, it is incredibly reinforcing to us to find individuals such as Sheldon Richman who are so attuned to the devastation caused by modern education.

We are writing this to suggest that we, as homeschoolers, take the first step toward separating school and state. This would be a simple matter if a large percentage of us would stop submitting applications or evaluations to education authorities for our homeschooling programs. By doing this we could take back control of our lives and our children's lives from the state. Many Maine families are not in compliance with the Department of Education's homeschooling application and evaluation regulations, and haven't been for many years. However, as in most states, this noncompliance is not public knowledge because parents fear the interference that could come from state authorities.

Unfortunately, most of us, consciously or not, live in fear of school authorities and so continually acquiesce to requirements from our state departments of education, local superintendents, or principals. But there are many of us now – 3,000 families in Maine alone, a sparsely populated state. If the majority of us agreed to stop complying with reporting requirements, the requirements would necessarily end. It would be that effortless. The state cannot force 3,000 families to comply or threaten them with repercussions if they don't comply. Not if many families act together.

At the moment, complacency and fear, and the need for approval from authority, keep most of us in line. Also, in many states, homeschooling leadership continues to advocate cooperation with authorities, sometimes even assisting the Department of Education in their efforts to monitor "possible at-risk homeschooling situations" and oversee homeschooling assessments. When this type of teamwork happens, the DOE can gain inroads into homeschooling freedoms, with the assistance of homeschoolers themselves. And the trust that homeschoolers have for each other becomes seriously eroded. Increasingly, homeschoolers no longer turn to their state support groups for guidance, knowing that some support group leaders have joined forces with education bureaucrats.

Yes, it is possible, as Pat Farenga writes, that taking the hard line and promoting an immediate end to compulsory education and attendance laws will harden positions on all sides rather than moving the dialogue further. But is this necessarily a negative thing? How much more dialogue do we have to have? Have schools improved over the years as a result of such dialogue? Research done by educators themselves, not to mention leaders such as Ivan Illich, John Holt, Raymond and Dorothy Moore, and many others, proved long ago that schools are tremendously devastating to children and society. At the same time, homeschooling has been proven to be the surest way to a productive and happy adult life. Perhaps by this time John Holt would be advocating an immediate, non-negotiable end to homeschooling reporting requirements and compulsory attendance and education laws. We have no way of knowing. How many more children must be wasted while society gives careful consideration to whether or not compulsory education works? Can't we homeschoolers begin reclaiming the emotional and mental lives of all children by taking a courageous and firm stand for the freedom to practice homeschooling as we wish without acquiescing to ludicrous and unnecessary reporting requirements?

It is said that ending compulsory education and attendance will create an illiterate underclass, that we will be abandoning the poor and threatening democracy. From the way many of us view society, these things have already happened – a long time ago. What more do we have to lose? Only by

liberating the creativity of children's minds from twelve or more years of compulsory thinking will our country have any hope of solving the increasing problems of economic inequity and desperate violence. Sheldon Richman, as did John Holt, puts forth incredibly straightforward examples of how all levels of society would benefit by an end to compulsory attendance laws.

Rather than negotiating over requirements, or challenging laws in court, we could all stop sending in our annual, bi-annual, or quarterly applications, notifications, evaluations, or testing requirements. What is stopping us? What can happen? Can 3,000 parents in Maine go to jail? Would one million American homeschooling children be forced to return to school? Of course not. Would we still continue to educate and nurture our children? Of course we would. And we could do it in an atmosphere of freedom, without resentment or fear. At the same time, we would be taking the first step toward liberating all children from the bondage of forced schooling and ruined lives.

[SS:] Judy and Jim raise issues both of philosophy and of strategy. What do you think? Where do you agree or disagree? We look forward to an ongoing discussion of these questions.

Office News

[SS:] On March 30th I was a guest on NPR's Talk of the Nation. During the first half hour, host Ray Suarez interviewed homeschooling parents Brian Ray (representing the Christian homeschooling perspective) and Hayley Lindeman (representing the secular homeschooling perspective) and homeschooling teenager Amanda Bergson-Shilcock. The second half hour was a kind of pro-and-con debate between me and Ron Areglado, executive director of the National Association of Elementary School Principals. Even though the time was very limited, as it always is on shows of this nature, I think we all had a chance to make some important points, and several of the callers from around the country did as well. When callers who weren't homeschoolers had questions or comments, they were not as often about socialization, but were more often variations on the theme of "I could never teach my child because I'm not capable enough" or "Isn't it limiting for a child to get only the parents' perspective?" It's always sad to hear the first statement because it shows how well people have learned one of school's primary lessons: that we can't do anything unless we've been taught how to do it in school. The second concern, though, reminds us how important it is to keep clarifying, in whatever ways we can, that homeschooling doesn't mean shutting children away or restricting their range of opportunities.

Conference season brings quite a whirlwind of activity for us here. Pat Farenga spoke at the Maryland Home Education Association conference in late April and I spoke at the Chesapeake, Virginia library's home educators' seminar in early May. By the time you read this, Pat Farenga will have spoken at conferences organized by the New Jersey Unschoolers' Network, the Washington Homeschool Organization, and the Utah Home Education Association, and it'll be time for our own local event, a talk by Grace Llewellyn sponsored by Holt Associates. We'll also be at the Homeschool and Family Learning conference in Michigan this July. If any teenagers (or parents) are interested in volunteering at our book table when we are at conferences around the country, please let us know right away. We offer a 30% discount on any book purchases a volunteer makes that day, and you'll be giving us much-appreciated help.

In our last issue's office news I described the books that will be published or brought back into print this fall. Add another to the list: Matt Hern, who published the *Deschooling Reader*, a one-time magazine that we mentioned in GWS #103, was invited by New Society Publishers to edit a book collection much like his magazine. *Deschooling Our Lives* will have excerpts from books by John Gatto, Grace Llewellyn, David Guterson, and several others, and some of the writers (myself included) have written essays especially for this collection.

And speaking of book news, David Guterson, author of *Family Matters*, is not only a homeschooling writer but also a very fine novelist, and we're delighted that his *Snow Falling on Cedars* is getting the recognition it deserves. It's a beautiful, gripping novel, and we just learned that it won the prestigious PEN/Faulker award, so we extend our congratulations to David.

Calendar

July 7, 1995: Nat'l Association of Catholic Home Educators conference in Manassas, VA. For info: Bill and Lisanne Bales, 703-349-4314.

July 7-8: Sitka Home Education Association conference in Sitka, AK. Keynote speakers Raymond and Dorothy Moore. For info: Molly Jacobson, 907-747-1483.

July 22: Southern CA Homeschool Conference at the SeaPort Marina Hotel in Long Beach. For info: BayShore Educational, PO Box 13038, Long Beach CA 90803-0038; 310-434-3940; BayShSch@aol.com.

August 18-20: Homeschoolers' Campout at Winecca Retreat Center in Hopewell, Ohio. For info: Cassie Holderman, 614-787-1073.

August 25-27: California Home Education Conference at the Radisson Hotel, Sacramento. Pat Farenga, the Colfaxes, Donna Nichols-White, many others. For info: Barbara David, 916-391-4942.

August 26: Minnesota Homeschoolers Alliance conference in St. Paul, MN. Susannah Sheffer, keynote speaker. For info: MHA, 612-491-2828.

Sept. 2-3: "Rethinking Education: Celebrating the Natural Learning Process" conference in Dallas/Fort Worth, TX. Activities for adults, children, teens. For info: Barb Lundgren, 3013 Hickory Hill, Colleyville TX 76034; 817-540-6423.

Oct. 21: "Diversity in Education" conference in Thornhill, Ont. John Gatto, Pat Farenga speaking. For info: Canadian Alliance of Homeschoolers, 519-448-4001.

We are happy to print announcements of major homeschooling events, but we need plenty of notice. Deadline for GWS #106 (events in September or later) is July 10th. Deadline for GWS #107 (events in November or later) is September 10th. ◆

The Right to Play:
Homeschoolers and High School Athletic Teams

Homeschooling is legal in every state, and in many areas, school districts allow homeschoolers to take classes and participate in music, drama, and other extracurricular activities. With some exceptions, homeschoolers' access to school sports teams has been restricted, however, which has led to a new round of grass-roots political activity for families around the country. Below is the tale of Massachusetts' homeschoolers successful efforts to gain eligibility for high school-age students to play on sports teams.

Nicky Hardenbergh (MA) writes:

I wish I could properly set the scene for you. Picture a huge ballroom filled with large round tables in a suburban Sheraton Hotel. Place about 200 men and a handful of women around these tables. Amid this sea of dark-suited men, imagine that at one table sit six women and three of their high school-age children. I'm at that table with my fellow homeschoolers. We are attending the annual meeting of the Massachusetts Interscholastic Athletic Association (MIAA), anticipating the meeting's discussion of whether to reverse its previous prohibition and make homeschoolers eligible for high school athletic teams. As the Executive Director makes his opening remarks, we are amazed and pleased to hear him state that he does not think the Association's mission requires them to "exhaust themselves holding back homeschoolers." With a more positive outlook, we await the discussion itself. The moderator proceeds to inform the meeting, as he had warned us he would, of his displeasure with our groups's pre-meeting mailing. (More about that later.) Nonetheless, he comments, he still supports granting homeschoolers eligibility, mainly because of litigation costs; four injunctions have already been issued against the Association, prohibiting it from enforcing its rules. He does not see sufficient reason to continue fighting the inclusion of homeschoolers.

About twelve members then speak. Only one is outspoken in favor of the proposal, but that one principal is so eloquent that silence reigns in the room as he speaks. He tells of his personal experience as a principal who upheld the MIAA prohibition all the way to court. In court, he found himself "hanging alone" while the MIAA legal support was "lukewarm" At the judges' urging, his Town Counsel settled the case with the parents, getting assurances of accountability which the parents had been willing to give before the suit. What really changed his mind, he said, was seeing the "harm done to a young man" who simply wanted to wrestle.

When the straw vote is counted, we find the Association has voted 171-18 to grant eligibility to home educated young people!

We do not quite have a happy ending to this story. The guidelines that the meeting voted to approve contain some very troublesome points which, if not removed through revision, might be used to prevent homeschoolers from playing. No time table for the change was set, though September '95 seems to be assumed. Nonetheless, we are cautiously optimistic that revisions will be made and more equitable Guidelines will be instituted next fall. We feel very satisfied that, after two years of work, we seem to have reached our goal: to remove the MIAA's prohibition of athletic eligibility for homeschoolers in Massachusetts.

The homeschoolers who make up our Task Force found each other through our mutual desire to have our high school-age kids be eligible to play on the local schools' athletic teams. Through our political activity, we were able to bring our concerns before the members of the MIAA and to stay informed about the actions of that Association. One of our members was invited to sit on the MIAA's Ad Hoc committee formed to consider the inclusion of homeschoolers. It was a revised version of this Committee's Guidelines which were adopted at the Annual Meeting. (Note the two bodies: the Task Force is our name for ourselves, while the Ad Hoc Committee is the MIAA Committee that included our representative.)

The Litigation

Since the looming litigation played a definite role in this drama, I will report first on that aspect. The legal avenue does not involve the work of our Task Force, though naturally we followed events closely. We were apprehensive about the effect the suits would have on all our political work. The four suits were brought by individual parents who, though they knew of our Task Force's political work, did not want to wait for an uncertain result at an unspecified time. The first parents to bring suit had an eleventh grade son who hoped to win a basketball scholarship to college. He had been noticed by pro scouts in summer camp, already. Time was running out for his high school athletic career, so the parents decided to take legal action. They retained an attorney, Robert Waldo, who successfully sought an injunction from the Worcester Superior Court. (The MIAA is based in Worcester County.) Thus, until the case is decided through a trial, the student cannot be denied an opportunity to try out for the team. Three more cases, which Mr. Waldo also

brought, followed. Three different judges granted injunctions in all three actions. In one, the judge wrote a memorandum saying, in part, that the MIAA's position "creates varying treatment of students based on in-school and homeschool status and the classification and varying treatment are not rationally related to a legitimate State Purpose." All four students' education plans were already approved by the school system, as required by Massachusetts home education policy. One took a school biology course and got A's. Another took a Latin correspondence course at the University of Massachusetts. All were good students. As one judge commented, "It's just common sense [that these kids be allowed to play]."

I attended the hearing for the last injunction, bringing my daughter for her civics lesson. Many aspects of the judge's comments were heartening, particularly his remark that he knew, from following educational controversies, that letter grades were not considered the only valid way to evaluate students. In his injunction, he further enjoined the MIAA from denying waivers to all Massachusetts "home-schooled children if they are otherwise academically qualified."

The trials are on the docket for later this year, but may yet be settled, if the MIAA grants eligibility to home-schoolers in the fall of 1995. The issues raised by the suits, however, would have to be fully resolved.

Seeking to Change the Rules

The famed "Guidelines" were generated by the MIAA in response to our political action and, undoubtedly, in response to internal dynamics within the Association. Over the two-year period of negotiations, the MIAA moved away from its blanket rejection and began to entertain the idea of participation by homeschoolers.

The political action began in 1993 when Sandra Lovelace, a veteran homeschooler with a high school-age daughter wishing to play field hockey, submitted a rules change petition to the MIAA. The rules change proposal stated in essence that a student taught at home, with an approved education plan, was eligible for high school athletics. Sandra followed the regulations for such a change outlined in the MIAA Blue Book. The Blue Book (which we came to know almost by heart) says nothing about home-schoolers, but provisions regulating school attendence and academic requirements, drafted to prevent athletes from ignoring their academic responsibilities, had been used to bar homeschoolers. The rules change petition was signed by about 100 members of the Massachusetts homeschool community.

Also in 1993, I was seeking ways to bring about a rules change in the MIAA because my eighth grade son wished to play high school soccer and I knew that he was ineligible because of the state organization's prohibition. When I discovered that an upcoming regional conference would have a panel of New England state officials who oversee homeschooling in their states, I attended for the specific purpose of asking them about the issue of high school athletics and of gathering names of interested parents.

In August 1993, Sandra received

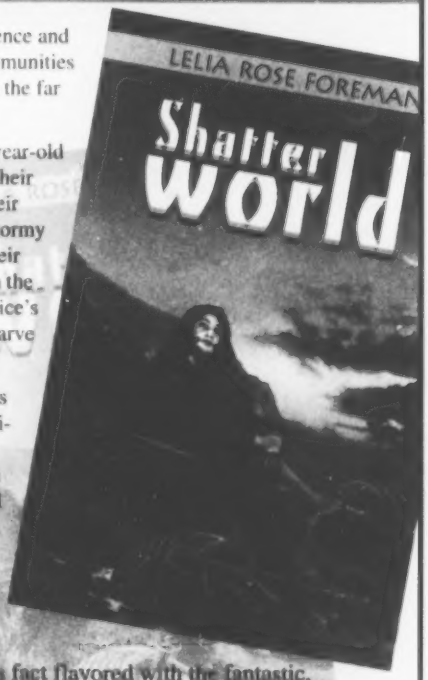
SHATTERWORLD LELIA ROSE FOREMAN

IT IS A TIME OF FEAR, when violence and threats of global war drive whole communities from Earth to seek out new worlds in the far reaches of space.

Among these pioneers are twelve-year-old Rejoice Holly, the Holly family, and their puritan friends, who hope to bring their ideals of peace and harmony to the stormy ocean planet they call New Earth. Their simple farming lifestyle is difficult on the alien world, and it conflicts with Rejoice's desire to become an astronomer and carve out a life of her own.

But life in the colony soon becomes exciting when Rejoice meets the intelligent, ocean-dwelling hexacrabs. With their help, the colony begins to thrive . . . until Rejoice discovers an asteroid on a collision course with New Earth.

Can Rejoice find a way to stop the asteroid from pulverizing their planet?



"I've enjoyed *Shatterworld!* It has fact flavored with the fantastic, all built upon a backbone of faith. . . . An interesting place to visit. Take the journey yourself!"
— ROBERT DON HUGHES
author of the *Pelmen the Powershaper* and *Wizard and Dragon* series

"There's an intriguing astrobiological premise, an alien character we can truly cheer for, and plenty of room left for a sequel." — KATHY TYERS
author of *Truce at Bakura* and *Shivering World*

Ages 10 and up • 168 pages
ISBN 0-8028-5097-9 • 5½" × 8¼" • Hardcover • $13.99
ISBN 0-8028-5112-6 • 5¼" × 8" • Paperback • $5.99

5035 At your bookstore, or call 800-253-7521 FAX 616-459-6540
WM. B. EERDMANS PUBLISHING CO.
255 JEFFERSON AVE. S.E. / GRAND RAPIDS, MICHIGAN 49503

BEST COPY AVAILABLE

an official response to her petition. Mr. Richard Neal, the Executive Director, said he would ask the membership to consider the proposals. As far as the Board was concerned, however, homeschoolers "cannot be eligible for MIAA programs inasmuch as the rules cannot be applied evenly to these young people." The letter went on to say:

"When parents elect to opt out of the public school system they must do so with consistency. There is a lack of jurisdiction and supervision over homeschoolers which is evident for students of member schools. Homeschoolers should not displace student-athletes who are following all rules and regulations of the Association. There seems to be a sufficient number of homeschoolers to develop their own organization and programs. MIAA provides for students enrolled in member schools; the homeschoolers' organization should provide for students who are studying at home."

A similarly discouraging short article appeared in the MIAA newsletter that fall. When I saw the article and realized that the rules change was probably a dead end, I telephoned Sandra Lovelace, whom I did not know at the time, and we discussed possible next actions. We decided to start meeting together as a Task Force with other motivated parents with the goal of bringing about a change in the MIAA's rules. A core group of four of us continued to meet several times over the next 18 months. The other two members of our Task Force were also veteran homeschoolers with high school-age children. Marcia Garzia had been responsible for disseminating Sandra's petition to many homeschoolers in 1993; now her older son is out of high school, but her younger son still hopes to be able to play hockey on the school team. Lucia Jenkins, an active homeschool support group leader, had been following the MIAA issue closely and was also eager to remedy the situation.

As we shared our information, we discovered much to be encouraged about. We all had experience with homeschoolers being successfully integrated into non-athletic extracurricular activities such as band and dramatics at the discretion of the school principal. Also at the discretion of the principal, homeschoolers sometimes took academic courses. We found there were many school districts who said they would allow homeschoolers to play if only the MIAA prohibition were lifted. We discovered several districts in which officials simply allowed homeschoolers to play without consulting the MIAA. Many people in various positions shared our frustrations in dealing with the MIAA. Often, our fellow townspeople, with kids in the system, were incredulous that our kids were not allowed to play high school sports. We did not feel alone in our quest.

"These kids have rejected the school program, so why should they be allowed to be part of the athletic program? Why should they get the gravy?" Our position was that these students had education plans that were approved by the school, they lived in the town, their parents were taxpayers...

We first considered what action to take in regard to the negative response to Sandra's petition. We observed that the official reply revealed much misunderstanding about the nature of homeschooling in Massachusetts. We felt frustrated in our ability to make our position known, and we discussed how we might gain a hearing of some kind.

Our initial assignments to ourselves focused on gathering information about the situation as it existed in Massachusetts and other states. We investigated the policies in New Hampshire, promulgated by that state's athletic organization, and in Maine, where homeschoolers had successfully petitioned the legislature on the matter. We considered a legislative approach, but decided to reserve that avenue for exploration only if the political approach failed. In the process of unofficially polling various suport groups in the state, we also disseminated information about our efforts. Sandra Lovelace, because her name was on the rules change petition, became a "lightning rod" for interested parents.

Through our investigations, we found out that at their annual meetings, the MIAA members have "cracker barrel sessions" in which small groups discuss various topics. In our first official communication with the MIAA in February 1994, we asked to be included on a "cracker barrel" agenda at the upcoming meeting. We cited our knowledge that many athletic directors in the state were inclined to allow homeschooled students to participate. We stated that we would like an opportunity to field questions and present our perspective. We signed the letter with three names, representing the three state-based home education organizations. (Items in parentheses were not on our official letter but are there to help you know the players.): Sandra Lovelace, representing Mass HOPE (a predominantly Christian group with annual conferences and a bi-monthly newsletter); Nicky Hardenbergh, representing Massachusetts Home Learning Association (a non-sectarian group with a quarterly newsletter); Pat Farenga, President, Holt Associates (needs no introduction for GWS readers; Pat's national perspective and strong support were greatly appreciated).

Generating Publicity

Our letter to the MIAA was rewarded with an invitation for Sandra Lovelace to participate in a panel discussion at a "cracker barrel" session at the upcoming annual meeting, April 1994. Apparently, the MIAA was willing to consider the issue. Shortly after our letter was sent, a newspaper article reported on two homeschool teenagers in Springfield who wished to play basketball. In that article, Richard Neal of the MIAA was quoted as saying that the Board was going to examine the issue with an aim toward making a decision in Spring '95.

Since I just mentioned publicity, this is as good a time as any to emphasize that our cause received much favorable publicity. *The Boston Herald* devoted almost a full back page in the

"school sports" section to the issue in October '94, featuring a photo of Marcia Garzia's son. After the court cases, even more articles appeared, including a front page article in *The Massachusetts Lawyer*. Lucia Jenkins and her family were featured in a February *Boston Globe* article when her son was granted one of the four injunctions so that he could compete on the wrestling team.

At the Meeting

Returning to the "cracker barrel" session, I'll emphasize that we prepared carefully for that session by trying to anticipate all the possible objections that would be raised. We also drafted a fact sheet about homeschooling in Massachusetts to pass out to the attendees.

About 20 principals and athletic directors attended the session. Some were hostile, but most were seeking guidance on the issue for their own schools. Over the summer, the MIAA Board set up and Ad Hoc committee to study the question of homeschoolers and athletics. Sandra Lovelace, who had indicated her interest in being involved, was invited to sit on the Committee.

At the first Ad Hoc Committee meeting in the fall, Sandra found that the Assistant Director, Virginia Anderson, had prepared packets for the Committee members that included information from other states. Within the packet were some materials very favorable to the inclusion of homeschoolers. Yet, in spite of such favorable materials, the three Board members present had the same concerns we had heard often before.

One persistent issue was that of "displacement." Their worry was that homeschoolers' inclusion would necessarily mean that they were taking the place of school-attending students. As an MIAA member, not on the committee, was quoted as saying, "These kids have rejected the school program, so why should they be allowed to be part of the athletic program? Why should they get the gravy?" Our position was that these students had education plans that were approved by the school, they lived in the town, their parents were taxpayers, and therefore the students should be considered members of the school for the purpose of athletics as with other curricular and extracurricular activities.

Another major concern was the matter of school attendence. We saw the attendance requirement and minimal academic level (a passing grade in four major subjects) for athletes as simply being a way of assuring that athletes were actually students and were not neglecting their academics. We maintained that the local principal could determine if our kids were properly attending to their studies.

One issue that we were especially concerned about was the "candidate for diploma" requirement. In the Blue Book, the only mention of the athlete's needing to be a candidate for a diploma came in the section that discussed "students in vocational, trade, or alternative schools." Again, we saw that requirement as one drafted to ensure that the athletes were bona fide students. We felt we could easily demonstrate that our children were attending to their academic studies, even though they would perhaps not receive a diploma.

All along, our position has been that the eligibility criteria need not be used to exclude homeschooled students. Homeschoolers could meet the MIAA standards with minor adjustments. Our request of the MIAA was that it lift its prohibition and create a positive climate for the eligibility of homeschoolers.

Sandra Lovelace accomplished much in the Ad Hoc committee through her thorough preparation (with the help of our Task Force) and her calm, reasonable discussion of the issues. By the end of December, the Committee had reached agreement on the Guidelines that it intended to present to the Board for approval. While the Guidelines were not perfect from our point of view, we were realistic; we could live with them as written. Further, there was one more Ad Hoc Committee meeting scheduled before the Guidelines were to be presented to the Board in January 1995. Sandra felt that any rough spots could be smoothed out then. Unfortunately, this final Ad Hoc Committee meeting had to be cancelled on short notice.

When Sandra saw the Guidelines that were to be submitted to the Board in January, there were some very troublesome changes. With no time to meet with the Committee before the January Board Meeting, Sandra felt it necessary to submit a Minority Report to the Board, detailing her concerns. Three of us from the Task Force attended that Board Meeting. While we were not particularly welcome, we were allowed because the meetings are open to the public. We were surprised to find that the Committee members reporting to the Board took offense at Sandra's letter and chose to ignore the Minority Report.

This episode reveals the type of tension and misunderstanding which sometimes damaged relations between our Task Force and the Ad Hoc Committee, in spite of the intentions of both parties to cooperate in drafting mutually acceptable Guidelines. I think it's vitally important that such tensions, which are bound to arise in any political action, not be allowed to escalate.

Returning to the Board Meeting in question: we listened to a discussion of whether to adopt the Guidelines immediately on a trial basis in order to avoid further litigation. Though two members spoke coherently in favor of immediate adoption, the Board voted only to consider the issue at the upcoming Annual Meeting.

The Vote

We chose to attend the next Board Meeting in February because we anticipated that the Ad Hoc Committee would be officially dissolved, and we wanted to be present. It was at this meeting that we heard that the Guidelines were to be presented to the Annual Meeting in the morning for discussion and perhaps for a straw vote. We also heard that the original rules change petition would be voted on in the afternoon business session. When we subsequently asked for copies of both the Guidelines and the petition that would be presented to the Meeting, we first became aware of the overwhelmingly negative votes the petition received as it was circulated around the districts accompanied by a negative recommendation.

We were fearful that since the districts had voted so strongly against

the petition, the Meeting would also heartily reject the Guidelines. Wouldn't the members vote on the basis of the same misinformation that had been circulated? Meanwhile, we wondered if the members really knew about the four lawsuits: how the judges were ruling against the MIAA and on what basis. We certainly wanted to prevent, if at all possible, a negative vote on the Guidelines. Such a vote would effectively end our political action efforts and leave the judicial or legislative avenue as the only recourse. We decided that the matter was critical enough for us to approach the membership directly through a mailing to all 354 member high schools of the MIAA. Our mailing included a letter explaining concisely our concerns and a fact sheet about various points. With this letter, as with all our letters, we carefully drafted and redrafted our words, being especially vigilant about not characterizing the MIAA's actions in any way, but simply relating the facts and explaining our position.

We do not know the effects of our letter on those who received it. We can only guess why the membership ultimately voted so resoundingly in our favor. I think it was probably a combination of many factors known and unknown to us: the official recommendation of the MIAA expressed through the Executive Director, the members' dedication to including homeschoolers, their wish to avoid litigation, and the eloquent speech on the floor of the meeting.

In reviewing my documents and notes from the past two years, hindsight makes the experience seem much smoother than it actually felt at the time. Even though we carefully examined our every move, we still took each step into the unknown. We were helped by the attitude, as expressed by one of our members, that we needed to "give up attachment to outcome." Thus we prepared as fully as we could for each step, then waited to see what happened.

Of all our experience, the aspect of our success that I think could most readily be emulated in other states, and which was a key factor in our success, was our strong coalition of statewide organizations. When I hear about the discordant situations in other states, I am all the more amazed and grateful that we had such a harmonious Task Force representing a wide spectrum of religious and political perspectives in Massachusetts. Perhaps because of the limited nature of our endeavor – it only involved high school athletics – we did not engender much homeschoolers' opposition to our work.

We would be happy to help those in other states in their efforts. You may reach me via email at Naniha@aol.com or at PO Box 1514, Manchester MA 01944. You may reach Sandra Lovelace at PO Box 377, Groton MA 01450. We have prepared a small packet of materials which includes many of the documents I've mentioned here as well as the most recent Guidelines. If you would like to receive it, please send $5.00 (in a check made out to Nicky Hardenbergh) for copying and mailing costs. ◆

Clonlara...Home Education In A Class By Itself

Clonlara serves all age ranges - early education through secondary.

CLONLARA SCHOOL HOME BASED EDUCATION PROGRAM

Clonlara School Home Based Education Program is one of a kind. It provides home educating families with a comprehensive, innovative program, offering parents and their children choices galore.

Clonlara School gives families:
- peace of mind
- fully-functioning private school
- help in designing and operating your program
- counseling and guidance
- a subscription to The Learning Edge Newsletter

Pat Montgomery, Ph.D
Director

For more information-

Clonlara School
Home Based Education Program
1289 Jewett Street
Ann Arbor, MI 48104
(313) 769-4515

Adjusting to Freedom

By now it's just about common knowledge among homeschoolers that the mental transition from school to homeschooling takes some time. But what does that transitional process feel like for the young person living through it, and what can help ease the process along? Here, one homeschooler reflects on these questions.

Eva Owens of Massachusetts writes:

Here I am, in the middle of my first full year as an independent student, a.k.a. a homeschooler. It's the middle of April and the question is, do I know what I'm doing yet, and if I do, how did I get to this point?

I've been in and out of public schools since I was 12 and in the seventh grade in Cambridge, Mass. I've tried both ends of the spectrum of homeschooling, from what I call traditional, school-at-home homeschooling to what I'm doing now, free-forming as an independent student. This year, which would be my sophomore year of high school, is my first full year of academic freedom. I've been looking forward to this year for a long time. It took a while for me to get to this point because we have moved often and each time, my father wanted me to try out the school in the new place. It also took a while for him to feel comfortable with the idea of homeschooling. We had made a deal that if I tried ninth grade in the high school where we had moved, and if I still wanted to homeschool the following year, I could do that. So that's where I am now.

It has been a year of major adjustment, newfound freedoms and new expectations, and along with all that, many challenges. The biggest challenge was coming from a year at one of the so-called top public high schools in the country to homeschooling. I went from a strict, rigorous experience to freedom, and that was a great contrast. With a reputation like that, the high school only spelled stress to me. It had been difficult to spend the year there. Because I had already read *The Teenage Liberation Handbook* and had tried homeschooling in the past, I knew what I could have been doing instead of going to school. As they say, ignorance is bliss. It was hard to keep going to school when I knew what my alternative was, which is why I looked forward to this year so much.

One of my first challenges as a homeschooler was with this high school. I wanted to continue taking Latin with my wonderful high school Latin teacher. I also wanted to be free to take an elective or two at the school if I ended up choosing to. The school administrators seemed to think I was crazy for believing I could get a better education outside of their prestigious school than in it. Even worse, I had the further audacity to assume that the school people would agree to be an academic side dish to my educational feast. As it has happened, I have been taking Latin all year without the school's official permission, although they do know I'm doing it. It wasn't until March that we made any sort of headway in communicating with the administrators. I've learned that clear, straightforward persistence is the best way to go. I've also found that talking to a lot of the teachers around the school instead of to the administrators is the best way of drawing support. Keeping up my old ties at my former high school is very important to my learning experience. Many of the people I now work with have come to me through the faculty and students there. It's still an important social and academic resource for me.

I now take both the Latin class and a public speaking class at the high school. When I have time between the classes – anywhere from five minutes to two and a half hours – it takes a lot of self-control to say no to hanging out with my friends and to go to the library to read instead. I have yet to fully control myself in this area. Many times it works out that I spend the hour or two with my friends at school and spend more time in the afternoon focusing on academic stuff by myself. This is OK, but in some ways it would be more convenient to get my academic work done during the day, because I am involved in other activities during the afternoon.

Another balance that has been a challange for me to maintain is the stress that I feel while at the high school and the freedom I have personally. Everyone there has so much pressure to do well in school – pressure from their parents, teachers, and other kids. It's a school of overachievers. They're on the run all the time. It makes me doubt myself sometimes, makes me wonder if I'm doing enough. But it also works the other way: sometimes they resent me for my freedom. When I explain that I'm homeschooling, some of them say, "How do I do that?" They're thinking of homeschooling mainly in terms of what they could get out of. I think this

is how many of us start out. We start out thinking of what we *won't* have to do when we stop going to school, and it takes a while for us to think about what we do want to do.

By far the biggest transition for me has been learning how to manage my own schedule. Those two classes are my only requirements during the day, so I have an incredible amount of options for how I spend the rest of my time. Usually I have already planned out what I want to do. I work with a friend of mine, Leslie, a professor, on setting goals and basic organizational stuff. So that part of it (i.e. what books do I want to read, what activities do I want to participate in, what do I want to write) is taken care of. But I still have to decide where and when I want to do each thing. When it comes right down to it, for every teenage homeschooler, "To wake up or not to wake up, that is the question." You may laugh, and it may seem trivial, but I think its important. You could sleep all day and then wake up for dinner and work on most on the stuff you want to work on by lamp light. Or you could wake up and eat breakfast with the family and then head out to the park or to the library to read during the day. (I keep mentioning reading, writing, and desk work because that's a large part of my learning experience. For Latin, Greek, and Math I use textbooks, and for Greek History, Philosophy, and Political Science I just read regular books and write.)

All these questions and options that I'm describing are stemming from what I think all first-year homeschoolers are faced with: this thing called freedom. There is so much out there to do, and for me it has never been that easy to pick and choose. I've had to learn how to be committed to something, an option I never had in school. In school everything is just given to you to do, so you don't get to decide what you want. There are consequences if you don't do each task, but in homeschooling, no one punishes you if you don't do something, so you have to learn responsibility and you have to learn how to do things for your own reasons. I decide what I want to do, how I want to do it, and to what extent or depth, and then I have to stick to it. The question is, what if I don't stick to it? Is that irresponsible on my part? This is something I'm figuring out. If I decide at the beginning of the month that I want to write two papers, and then I only write one of them, is that irresponsible? Is it only OK if I do something equally worthwhile in its place, or do I have the freedom to decide not to do it at all? As I said, I'm still figuring this out. When I first started homeschooling, I had so many things I wanted to do, and I learned that I couldn't follow through on all of them at once. But I think different kinds of commitments are different. When you commit to things that involve other people, like agreeing to work for someone else, it's worse if you don't follow through on that commitment than if you just commit to writing a paper for yourself and then don't get it done.

I am by nature very unorganized. I decided that with homeschooling, I wanted to be somewhat organized to learn what I wanted to learn. Also, when I wrote up my homeschooling plan, the school wanted me to set objectives that they could follow up on. So way back in September I set goals for myself for the year. By December I decided that I needed a little more guidance than that. So I sat down with Leslie, and with her assistance I set my goals for the coming month. Ah, but that was not enough for Eva, the procrastinator. Now in April I've become quite content with the routine of, after eating breakfast, writing down what I want to accomplish that day, with thought to my monthly goals. This has turned out to be best for me. At the end of the day I can see the results of my work and can see what I have not done. It's very clear cut that way.

All of these questions and decisions are part of a whole new learning experience. It's a course that every homeschooler who has spent a lot of time in traditional school settings has to take, a course that could be called Learning How to Learn 101. Maybe I've passed that course and am in the process of moving on to Learning How to Learn 102 – making *real* progress. ◆

Beyond the basics...

Calvert School offers supplementary courses for children ages 5-13.

A leader in home instruction curriculum for nearly 90 years, Calvert School invites your family to join our creative adventures. Choose one of our specially designed enrichment courses including ***Melody Lane***, a music appreciation course on video for ages 5-8; ***The LITTLE HOUSE® Books Reading Guides***, based on the beloved series written by Laura Ingalls Wilder, for ages 8-11; and ***Discovering Art***, an art appreciation course on video with additional hands-on activities for ages 9-13. Each course comes with an easy-to-follow guidebook and all the materials you'll need to make learning fun. For more information on all of our home study courses, please call, fax, or write for a free catalog.

CALVERT SCHOOL

(410) 243-6030 • *fax (410) 366-0674*

Dept. GWS5

105 Tuscany Road • Baltimore, MD 21210

BEST COPY AVAILABLE

How Support Groups Help New Homeschoolers

In 1995, there are many long-time homeschoolers and, at the same time, a growing number of people just beginning to homeschool. How do the veterans share their wisdom? What are the challenges involved in doing so?

Creating a Packet for Newcomers

From Mary Beth Nelson of the Connecticut Home Educators Association:

A couple of years ago, the board members of our association were talking about how much time we spent talking with new homeschoolers. We asked ourselves how we could give them the valuable information they needed without spending so much time at it, because when you find yourself spending lots of time each day talking to new homeschoolers, there is inevitably some feeling of burnout. We considered the idea of creating a list of people to whom we could refer the new homeschoolers, but then we said, no, that's just shifting the burden.

This discussion was also part of our group's effort to redefine what our role was, because we had originally formed when we were dealing with the revision of the state's guidelines for homeschoolers. Now that that crisis was over, we decided that our group should mainly be a resource for people trying to find their way. We thought about what we would have liked to know when we started homeschooling, and we decided to put together a packet of information for new homeschoolers. It was about a year in the making. We each created lists of books (both books about the philosophy of homeschooling and more practical guides), resource guides, information about what's available, where you find curriculum if you want it, and an explanation of the different approaches to homeschooling. Our packet lists support groups, state groups, and national groups, and we say something about the philosophies of each group so that people can decide where they would feel comfortable.

To create the packet, we asked all the support group leaders to poll their members about what should be included. In addition to the information I just described, we ended up getting even more specific, listing favorite periodicals and field trips as well as organizations and books. The packet ended up being pretty hefty, so we decided to offer for no charge a very simple packet that contains the state guidelines and some information about beginning homeschooling in Connecticut. Then we suggest that if people want more information, this packet is available for $8, which covers our postage and printing costs.

The packet has made a big difference, because now those of us who get calls can refer people to the member who distributes the packet. So now we don't spend an hour on each call the way we used to.

One of the things our group members have been talking about is that there is actually a lot of support nowadays for new homeschoolers, but sometimes that takes its toll on the more experienced homeschoolers. I just got a call from a support group leader who now has forty members, and she's considering splitting the group up. She's finding that an awful lot of energy is being devoted to the newcomers, which is causing the old-timers to go off on their own. A lot of support groups that have been around for a while are rethinking what the group is about, realizing they may need to become something different from what they were. At a recent board meeting I brought up that I think we need to address the needs of these teenage homeschoolers. This is partly because I have one, who is a long-time homeschooler, and partly because I get a lot of calls from *new* homeschoolers with older kids now as well. In some geographical areas there may not be enough homeschooling teenagers to form a group, so maybe we need a statewide teen group.

In general, I find that the need for emotional support is addressed within the local support groups, so as a state group we don't get asked to provide that as much. We've worked really hard to keep the dialogue open between homeschoolers with different philosophies, and we've even convinced groups who aren't members of our state organization to list themselves in our newsletter so that newcomers are usually able to find a support group that works for them.

Some of the people in the support groups do experience burnout, as I mentioned before. One support group leader mentioned in a recent newsletter that she's feeling that more of her time and energy is devoted to supporting other people, while her own kids are getting older and having changing needs, so she's feeling some sense of burnout. Some people say they feel emotionally drained from having to go through the same questions again and again. One thing we suggest is to advise newcomers to read the packet first and then call back afterwards. We find that once people have some sense of homeschooling, it's easier to get them through a bad day.

Because it was much less common to homeschool years ago, I think the people who did it were those who thought, "I don't care what people think; I'm going to do it anyway." Now there's more support, which is good, but it sometimes means that people come into it with a different expectation. They sometimes expect a greater support structure to be available to them. One person asked me about the homeschoolers' PTA! They expect everything to be laid out for them, and some old-timers say the newcomers don't know what it's like to go through the struggle, to have to work with a superintendent who is threatening truancy or to have to lobby the legislature. I guess this is something the old-timers in any movement feel.

The Challenges of a Large Support Group

From Teresa Sparling of the Homeschoolers Support Association in Washington State:

Our association has 500 families, which are divided into six branches. Each branch handles the job of giving information in its own way. Each has some sort of written material for new homeschoolers, usually about four photocopied pages giving a recommended reading list, a short synopsis of the law, telling where to write to get a copy of the law, information about the state homeschooling organization and other support groups in the area, and perhaps an article about a day in the life of a homeschooler or something like that. Some of our branches have other materials available, such as books that can be borrowed.

Each of our smaller groups also has its own contact person, so when people inquire about homeschooling, that's the person they talk to. I'm lucky because in my group, the contact person is someone who loves to talk on the phone, loves to encourage homeschoolers and to tell about resources and ideas. Each year she agrees to take on this job, and she's so good at it that when people come to our meetings after talking to her on the phone, they always say, "I want to meet the woman who was so helpful to me." In some of our other branches, people have to take turns at the job of contact person because there's no one in the group who really loves the job and it takes its toll on people.

We're also lucky in this state because we have a very strong state group, the Washington Homeschool Organization. They have a phone number that has voice mail, so we tell everyone about that, and they will send out introductory information about homeschooling, free of charge. They have memberships and a convention that brings in the income to enable them to do that.

Our support association puts on several Introduction to Homeschooling meetings in the community. We hold these meetings at libraries and churches, and we have two veteran homeschooling moms who love to give these talks, so that works very well. I find that nowadays, people who come to these meetings are more likely to be there because they are taking older kids out of school or just because they've heard about homeschooling and they want to start right away. Their attitude is, "Tell me what I need to know so that I can begin this on Monday." Years ago, it seems to me there were more people who were parents of very young children, and they were gradually looking at options. They had read several books by the time they came to our meetings, so they had more of a background already. The people who come today, on the other hand, seem more desperate and in more of a hurry. If you show them a recommended reading list, or tell them that they will gradually develop their own educational philosophy, they look at you blankly.

In our last newsletter I said that it would be a big help if more veteran homeschoolers would come to these meetings, because it's hard for the two speakers to answer everyone's questions at once. Sometimes I'm disappointed, because it seems that experienced homeschoolers now are less interested in helping the newcomers. When I got involved with this group and I saw that the old-timers weren't coming to the meetings anymore, I asked them if we were not offering them what they wanted. They said it wasn't that; it was just that they were too busy and their kids were involved in other things. I understand that, but there are still more and more new homeschoolers coming to meetings who need help, and I want to write in an upcoming newsletter a list of small things people can do to help their support group – simple things like paying dues so others can benefit from the newsletter, or sending in one little tidbit of helpful information. I want to say, "Remember when you were new and needy yourself?"

I myself feel very committed to the homeschooling movement, because homeschooling was the beginning of some big changes in my life, so I feel an obligation to give something back. But I recognize that others may not feel that in the same way. They may feel that they are giving back, but to their family or to their church instead.

In our largest branch, which has about 250 families, only about 30 come to the meetings, and it's not the same 30 each time. They use a large enough room so that they can break into two groups, one for newcomers and one for more experienced people. There may be different content to the discussion or a different speaker addressing each group. My group doesn't do that because we're more informal and because we don't have enough volunteers to lead two discussions each time.

Much of the more ongoing support happens once people have met others in a more informal way. Once they get to know each other, they can exchange support and information more casually. Our group has committed to one meeting and one field trip a month, and when new people come on the field trips, we pass around a clipboard on which people can write their name, their neighborhood, and their kids' ages, so that newcomers can find others in their area.

In a way, living in a huge metropolitan area, as we do, means that there are sometimes too many choices. Our support group might organize a trip to the baseball game on one day, but many people won't come because they've planned to go to the museum that day. But also, in our branch of 70 people, I don't know half those families and I don't feel the same sense of community I felt when I walked into my first meeting. One way I have solved this for myself is that I've found a few like-minded families and we've started a little campfire group together. This has been good for the kids but especially wonderful for the parents, because now we can meet with five like-minded mothers once a week. We're not all of the same religion and don't even have the same kind of homeschooling approach, but somehow we feel we have a common connection, and we know each other on a deeper level. Maybe it's simply true that you can't feel as strong a sense of community with a very large group. On the other hand, a group of five people can't get the group discounts at museums and other places that our large group gets. So there are advantages to both. Maybe

my job will be to encourage others to form these smaller groups among themselves so that they can find the deeper connections there.

Staffing the Phone Line

From Sarah Kimmes of the Minnesota Homeschoolers Alliance:

In 1985, Vivienne Edwards's family began homeschooling. Her children, teenagers at the time, were withdrawn from school and she began seeking out a network to help with their new life. The main organization in the state at that time was not expressly an inclusive group, a point of utmost importance to Vivienne. So Vivienne entered into a search to find other homeschoolers who shared her thoughts and concerns. She found a couple of families, not in close physical proximity to her, but closer in philosophy.

At this time there were people being prosecuted for homeschooling if they were not doing it for exclusively "religious reasons," and the definition of the school law was challenged. During a moratorium on prosecution many underground homeschoolers began to surface. People would get Vivienne's name, through one source or another, and called her for information on homeschooling. She would send out bits and pieces of information, articles of interest, where to obtain a copy of the homeschooling law, and eventually started a one sheet newsletter called *The Grapevine*. It was sent out sporadically and included mostly articles on legislative issues surrounding homeschooling.

The breaking point came at around 30 members on the mailing list. Vivienne realized the need for a group effort to offset time and financial constraints. She gathered together some homeschooling friends and they began formalizing the organization. The Minnesota Homeschoolers Alliance was born.

To cover mailing costs for the newly expanded *Grapevine*, a nominal membership fee was required to receive the five issues printed yearly. A subscription included the *Grapevine* and some information for new homeschoolers.

Vivienne soon realized that many of the questions people asked her about homeschooling were similar. She and her colleagues thought it a wise idea to formulate some brochures to answer these questions. Brochures including "Commonly Asked Questions About Homeschooling," "Withdrawing Your Child From School," "Resources for Homeschoolers," a guide to curriculum development, reading lists, a definition of the state compulsory education law, and a few more goodies. These were included in what is referred to as a New Homeschoolers Packet and sold at a nominal cost. This information was and is available to any person, MHA member or not. The packet is periodically modified to express changes in the laws, and add more helpful information for new homeschoolers. As for subscription rates and packet prices, these are kept as low as feasible and adjusted for increases in mailing or production costs. Vivienne told me she spent countless hours and dollars getting the organization off the ground and any organization just starting out would be well advised to scrutinize costs and time involved. A supply of volunteers and funds *can* be found. Personal and financial burnout is avoidable! We find nowadays that although people are willing to volunteer, they don't always know how they can help, so we send out a form listing possible jobs.

The MHA now has a post office box and a phone line. We rotate volunteers to staff the phone line; we like to have experienced homeschoolers take that job. Callers can ask to receive basic information, and they can also ask more detailed questions and a volunteer will return the call. If the volunteer doesn't feel able to answer a particular question, there's a resource list of people in the organization with experience in various areas, like legal issues or older homeschoolers. Each volunteer handles the phone line for a month, and that's a good length of time, because I've found that if you do it for longer than that, it gets to be a bit much. We probably average about 5 to 8 calls a day.

Most of the feedback I get from people is that it's very invigorating to answer questions. Everybody feels somewhat isolated at times, and it's wonderful when, through answering others' questions, you can renew your vigor about homeschooling or solidify or modify your own views. Of course there are general questions that most people ask, but then they want to know how to apply our answers to their family. Although we can't get inside their family, they can give us enough clues to figure out what kind of answer or advice to give them.

When I answer calls, I give the caller my own phone number if I feel that they want ongoing support. We also have a directory of members and occasionally I will ask someone who lives in a certain area if they are willing to help this new person. I haven't found that people abuse it when I give out my home number; people seem to be very conscientious about how they use it. To me, serving the homeschooling community in this way is very rewarding.

Why She Doesn't Feel Burned Out

From Eileen Yoder of the Southern Maine Home Education Support Network:

I know it is in vogue for teachers, counselors, and others in various work and life experiences to describe themselves as "burned out." But what does that mean? I have felt tired, overwhelmed, puzzled, or frustrated in regard to my efforts to support families new to living without compulsory schooling, but have I ever felt "burned out"? Never. Why? Perhaps because in supporting the preservation of the healthy human self, and the restoration of self through the return to self-authority and self-respect, I am acting on something to which I am passionately committed. To maintain an interest which is that deep, one must be receiving enough return on the investment to support continuation of that deep interest and involvement. The returns I receive are so rich and full that I have never considered that I might stop sharing my experience and support with people who want to restore their self respect, live in concert with human species appropriate behaviors, and preserve the innate integrity of their children's lives. Being

with people who respect themselves and who respect others is so wonderful and feels so good that I can't imagine I would ever tire of working for it.

Do I get tired of hearing the same questions again and again? Sometimes, but I know that these questions open the door to recovering and restoring real selves. I'm always ready to answer one more question, or hold one more hand, because watching real selves emerge from some really incredible rubble is so thrilling, and so hopeful! I do a lot more grinning than I do frowning or feeling frustrated or tired.

Perhaps burnout occurs for people who are not receiving as much as they are giving. We are like cups, full of good feeling, energy, experience, etc., which we can offer to others until our cup is empty. Then there is no more to offer, and we are drained, or perhaps "burned out." But when we give *and receive* what is needed to keep our cups full enough so that we can continue to give, can "burnout" exist? It is important to be realistic about involvement in any relationship or activity that does not reward us enough to warrant continued interest. Without positive returns, we must consider whether our expectations are appropriate or reasonable. If they are not, we must decide whether to discontinue our involvement or adjust our expectations and continue. If we take responsibility for this decision, can "burnout" exist?

Broadly speaking, we seem to be a culture which does not want to be responsible for decisions, nor to thoughtfully consider consequences before we act. Instead, we seem to prefer to depend on some elite authority or outside force. We want to be told what to do, to act without taking responsibility for the consequences of our actions, to blame external forces for our discomfort or failure, should that occur. (We have been well schooled!) I believe the term "burnout" is trendy jargon used to name the feelings we incur when we follow this path. It is, however, a red flag, a secondary description, as is "anger." Beneath both experiences are deeper feelings like frustration, or hopelessness, or despair. When we address these feelings and seek their cause, we are very likely to find that we have inappropriate expectations. When we thoughtfully, with respect for ourselves and others, adjust our expec-tations, "burnout" and its deeper feel-ings can be resolved. Using the term "burnout" allows us to avoid recognition of deeper feelings, and to place responsibility for our feelings outside ourselves. If we simply name our feel-ings "burnout," we excuse ourselves from responsibility for addressing the real issues, and are free to complain or quit without working to resolve anything. The real issues which create the discomfort will travel with us to the next situation, where we will likely replay the scene until we understand that we must work to resolve the issues.

How, then, do we function in our support group to avoid fatigue, frustration, disappointment, etc.? In practical application, our group works like this: we have a newsletter/calendar through which members may speak to one another, to share thoughts, concerns, to make invitations. Anyone who wants to present, or gather folks to create, a meeting or event of any kind announces the details in the newsletter. People who are interested make arrangements to join and participate in the event. (We have had Christmas parties, variety shows, craft fairs, a literary guild, a Girl Scout Troop, a 4-H Club, family singing, bowling parties, family baseball games, free play at an indoor gym, a youth sports program, French, piano, guitar, art, photography, and dance classes, visits to the Children's Museum, star gazing parties, doll making sessions, family contra dances, tea and mending gatherings, adult meetings about independent study, unschooling, teens leaving school – the list goes on and on.) There is no president, no board of directors. The folks who started the group have a vision, and they work to protect the vision, but they do not lead the group. Instead, they lead activities and events which interest them. No group decisions are made for the membership, beyond the simple request for a membership fee which contributes to costs for printing and mailing the newsletter. Everything that exists in regard to the group is what group members offer. The rest of us are free to decide whether we will participate. If any one of us feels tired, frustrated, disappointed, etc., we as individuals must look to see if our expectations need adjustment, if we are overextended, if we are trying to exert our will over others, etc.

It interests me to note that in the context of home-based education the only reference to "burnout" that I have heard comes from parents who are using curriculum and practicing school at home. It seems reasonable to me that these folks would feel burned out. How frustrating it can be to try to make someone else do what you want them to do when they don't want to do it! "Burnout" and the compulsory model go hand-in-hand. ◆

A reminder: when you are asking a state or local group for information, do enclose a SASE. These groups are almost always operating on very low budgets.

Is there a place children can grow up naturally?

Kingdom of Childhood tells of such a place, Sudbury Valley School, in the words of thirty-one students who experienced it over the past twenty-six years.

Sudbury Valley's Press provides a rich literature documenting the development of children free to lead their lives, to learn, and to grow in a natural village-like setting. Among the titles are *Free at Last, Worlds in Creation, A New Look at Schools* and *The Sudbury Valley School Experience*.

For a complete list of offerings, write: Sudbury Valley School Press, 2 Winch Street, Framingham, MA 01701; or FAX: (508) 788-0674. Mention that you saw this notice for a 10% discount on your first order!

Or, to order *Kingdom of Childhood*, send $15 to the above address. We will waive the $2 postage and handling cost.

Challenges & Concerns

Overcoming Panic

Barbara Benson (IN) writes:

Yesterday I didn't have a peaceful day homeschooling with my kids, but I learned a lot. As I reflected on what happened, I remembered my 8 year old's complaint to me: "Mom, you're pressuring me, but if I don't learn to write now I'll be a nothing, a loser." He was saying that although he knew I was pressuring him, he had internalized the pressure to the extent that he felt he had to do it or else he would feel like a failure.

I sadly excused myself to think things over. This encounter came up when I suggested he write a short paragraph on his own about a folktale we'd read together. He only wants to copy sentences I write down for him. I had tried to suggest he needed to practice doing his own writing and not just dictating to me and copying down my sentences. There was an edge of concern in my voice as I suggested this, which my son, with his excellent psychic radar, picked up on immediately. He sensed my panic: When is this kid going to learn to write on his own? What's wrong with him?

What is wrong with this picture? After some reflection I realized it was I who needed to try practicing what I preached. In my own childhood I had often felt pressured and never even mastered neat handwriting! I sat upstairs breathing and releasing the pressure. I knew that teaching my own children when I felt inadequate or guilty that I wasn't doing enough as a teacher was pointless pressure. Yet, oddly enough, at those times I would often look to some external answer or structure to fix the problem and to remedy my strange sense of loss. Then, when I would thrust these options on my children, they rightly perceived them as pressure and would share their underlying sense of panic with me.

After all, I had never told my son he was a loser, but my panic implied that. The panic was indeed a vicious sort of attack from my own ego, based on my own conditioning and misperceptions from my past. And it was working to defend its position through guilt and lack of trust in the learning and loving process in our family. I didn't like my ego's reflection in the magic mirror of my child's statements. I knew now was the time to drop the pressure and guilt and see this differently both for myself and for the happiness of my children. I had to open myself to truly trusting in the learning process.

I once again remembered John Holt. I opened *Teach Your Own* at random, and of course read the section on controlling one's time. The mother had written that she trusted in the growth of herself and her children, although she hadn't been monitoring their achievements. In fact, when she herself was pressured by schedules' she found it difficult to think and to be responsible; indeed she seemed to lose a certain moral strength. She went on to say that she felt the greatest harm we do to kids is structuring a lot of their time for them. Bingo. Not only was I artificially structuring my son's time, but I was doing it out of fear of some nonexistent censor failing my kid!

So I talked to myself. I realized I was happiest in my path in life when I was growing and sharing my interests and love for others. I resolved to share my resources, my encouragement, my interests in my life, but not my fear of failure. I resolved to give myself and my child back our heart space, our idle moments of contemplation and of joy. I also reminded myself (with my husband's help) that I have a self-reliant child who has broad-ranging interests and who loves to learn. He is even generally cooperative when I loosely follow the Oak Meadow curriculum or review math facts from *What Every Third Grader Should Know*, but he has his own interests, his own internal time to learn, and he intelligently senses when I'm having a panic attack about learning. I'm learning to work my way out of these attacks by having an idle moment myself picking daffodils, remembering why I left my fast-track career as a trial lawyer to raise three little boys in the woods: so I could be myself, self-directed and relaxed in the joy of sharing my life without other path finders, creating a loving space, a heart space.

So today I resolved to give my kids and myself more heart space to explore, to listen, to be. My son has decided he wants to practice writing by sending little notes back and forth to me: little love notes. A perfect resolution to the problem of panic: little love notes communicated from the heart.

Trying School at 14

Danielle Metzler (CT) writes:

I'm 14 and have been homeschooled all my life, until this year when I decided to try school. I left school after the first semester. The main reason I wanted to try school was just to see what it was like. When I was homeschooling, I would hear my friends talking about school, and I would hear some adults worrying that I was being socially deprived. *I* worried about not getting the most out of my education. I don't know what I expected from my school experience, but I will say this: my first day of public school was probably one of the most stressful days in my life. The second most stressful time in my life was the week before mid-terms.

I can say a lot to recommend many of my teachers. For the first time in my life I enjoyed math. My math teacher taught the concepts, not the rules. He was fun, but serious enough about math that we learned something. He made math a challenge to be met. He treated us kids like we were human beings, not just students. My English teacher encouraged us to write as much as possible. He didn't spend a lot of time on grammar, but we did learn the basics. He invited us to become involved with either the newspaper or the literary magazine.

My Spanish teacher made learning Spanish a game (literally). We played games like Family Feud and Bingo to learn Spanish vocabulary. The teacher was relaxed most of the time and encouraged us to have fun trying to do our best.

But even though there are many good teachers in school who encourage having fun while learning, the school system does not always work. Most of the textbooks were boring and did not offer any interesting details. In History we had to cover prehistory through the rise of the Romans in one semester. My teacher tried to offer some interesting details but the fast pace needed to complete the course did not allow for much. After a while I found that the kids (myself included) were not much interested in learning anything more than what we had to memorize for the test. We were busy enough doing that. We simply had no time left over to give attention to extra details no matter how interesting they were. Many times I *did* have an extra question for my English teacher, but I had four minutes between classes, and if I didn't race out the door and go to my next class, I would get a detention for being late. Most of the time I just decided to forget the question, though I sometimes made an appointment to see the teacher after school.

While I was at school I noticed a chain reaction that occurred a lot. We spent the first week of school reading classroom rules. Some of my teachers spent up to twenty minutes daily lecturing about chewing gum, pushing your chair in, book covers, being in your seat before the bell rings, ragged edges on paper torn out of a notebook, etc. One teacher gave a quiz on the rules! The kids around me in one of my classes finally decided that the teacher was just picky and did not trust the students to respect his wishes. Many kids just gave up on ever pleasing the teacher and restored their self-respect by rebelling. Because they gave up, it got so bad that the kids were ecstatic if they received a D-, which meant that they had passed. They made fun of the kids who did well to make up for the fact that they did not. So much time was wasted on classroom discipline; as a result, a lot of work was tacked on to the homework. I spent between two and four hours *a night* doing all the homework assigned. I did not have time to do many things I had once enjoyed such as playing the piano. I became one of those people who lived for the weekend, but when it came all I could do was sleep!

I learned that I had taken homeschooling for granted. Going to public school made me realize how much free time I have at home to concentrate on the things that I love to do. I have the time to learn a marketable skill that I can use to earn a living. I am learning how to use CorelDraw 5 and how to sell my skill. I am learning how to play the piano. I am working on two foreign languages. I want to learn Spanish and Japanese. I do not *have* to learn names, dates, places, and facts that I will never remember when I become an adult. I can take the time I need to keep physically fit. While homeschooling I enjoy skiing, ice skating, volleyball and tennis.

School was not all bad. It made me realize that some of the things I did not like before, such as drawing and math, can be fun. With drawing, all I needed before I could get started was the basics. With math, I have to approach it with the challenge foremost in my mind. Still, I have decided that the benefits of homeschooling outweigh the benefits of public school. I prefer to direct my own studies at a comfortable pace. I do not like to take a test and then forget everything I learned. I like to get into the spirit of learning. I want to feel excited when I make a discovery. I do not want to limit learning to reading textbooks. I feel I have proved to myself that I can do well in school. In homeschooling, I am not learning the exact same things as my friends at school are; however, I believe I am being better prepared for living in the adult world. In school you do not learn how to make your own decisions. Homeschoolers also learn how to get the *most* out of the time they have.

Older Reader; Understanding School Kids

Roxanne Smith of British Columbia writes:

I read with interest three of the articles in GWS #103. The first was "How to Help Older Beginning Readers." I myself didn't learn to read until I was 10 1/2. Believe me, I know what it's like to have all those people breathing down your neck all the time. Both my mom and my dad were really good about the fact that I refused to read. I guess my mom figured that I would do it when I needed to, and as for my dad, well, I don't know what he thought for sure, but I think he figured both me and my sister were smart and that's what counted. As for the way I learned, as I recall I just sat down and did it. I distinctly remember the first book I read. It was one of those Choose Your Own Adventure books, which I didn't actually like, but we were at this farm and I was having a really bad summer being away from home, so I had to do something! My sister was around most of the time, so if there was a word I really couldn't figure out I'd ask her. I have never been one of those children who wanted help with what I was doing. I would get stubborn if someone tried to help me and I didn't want the help. In a way, I think that's why I wouldn't read for so long, because I felt the pressure from adults who thought that it was a big mistake to just let me decide. I think it brought out that stubborn part of me. I don't remember thinking about learning to read; I just sat down and did it. It is true that both my mother and my father read to both me and my older sister almost every night – all the Black Stallion books, the Little House Series , the Lord of the Rings books, *Anne of Green Gables*, as well as almost all of the other L. M. Montgomery books. So I had a good vocabulary to fall back on. As it turned out, by the time I was 12, I became a bookworm and I read almost all the time – lots of fantasy, horse books, mysteries, Sci Fi, anything I could get my hands on, I guess. From age 11 to about 14 I wasn't a very happy kid in many ways, so I think a lot of my reading was an escape tactic. Now I don't read nearly as much as I used to for various reasons.

I thought the Focus, "Friendships between Homeschoolers and School Students," was also interesting. I attended school for kindergarten, grade one, grade two, and grade

seven, and now this year I decided to do grade eleven and probably will do grade twelve next year. I tried taking some correspondence courses as a homeschooler but I didn't like it so I wouldn't do it. I was alone quite a bit when I was younger; even when I was with other people I was never very into it. I like being with people, but I find sometimes that I would rather just be alone and not have to worry about trying to be amiable all the time – mostly because, when it comes down to it, I don't like confrontation. Because we live way out in the country, there aren't many kids around, and the high school is an hour and ten minutes away, so if someone is going to school they pretty much have to live there. I had one friend whom I got along with OK, but she was always doing a lot, going to school, playing hockey, and she didn't want to put any energy into coming up to see me, so if I ever wanted to see her I had to go down to her place.

Most of my friends were adults, which was actually OK with me. As for tension with other kids because I didn't go to school, I would say that there was unease with most people but some didn't have any problem with homeschooling at all. For many kids, the only thing they saw was a dropout and they couldn't seem to understand unschooling at all. They would grill me with all these questions about how did I find things to do and how did I learn anything. I also find that these kind of people have a bit of an attitude with teenagers anyway. I've developed a sense of humor to deal with these kinds of people. Much of the time I don't want anything to do with that sort, so the only thing that really bothers me is when they won't make any effort to understand something new. The other problem I run into is that people will think I'm incredibly smart because I don't have to go to school and they'll ask me all these impossible questions!

One of the things that bugged me the most was the way kids would assume that I couldn't possibly understand how hard their life was. In a way I felt like I had a bit of a chip on my shoulder when I went to school last fall because I had this feeling that school wouldn't be as bad as they said it was and I was going to prove it. That leads on to the next thing in GWS that I was interested in, "Their School Choice Question." One of the big things that homeschooling parents worry about is that their children may not be able to function well in a school environment. After attending school I have to say that there is nothing to worry about. In fact it's probably better for relation skills that one doesn't go to school, because, in my opinion, you don't want to learn how to relate to people the way you do at school. In fact, I find that I get along with peers and teachers better than many kids do because I don't have a big problem with everything. Most of the students are always jumping at the chance to discredit teachers and the teachers are always trying to do the same to the kids. It's like there is always a kind of war going on, and this is not what I have experienced to be true for that real world people are always talking about. I am continually amazed at how little respect there is for the teacher/student relationship. I had imagined it would be this way because that is what you hear about school, but to be living and working among it all, it never ceases to amaze me!

I haven't experienced too much boredom in the classroom, mostly because I haven't had to do all that stuff before. The one thing that has really improved from going to school is my spelling because of all the writing, although I think it was coming along anyway. I have fairly high standards for myself so I try to do well at everything. One of the things that seems to bother some people is the grades and doing better or worse than other people. I enjoyed getting on the honor roll and knowing I did well at my subjects; however, I can still see how that sort of thing is not good for many of the students. One of the things that bothers me is all the really smart people who are going around almost failing everything because school is not the right thing for them and they think it's their fault, not the school's fault for failing them! I'm always trying to get people thinking about unschooling. The funny thing is, now that I've gone to school people are more inclined to listen to me and to consider it. It's so hard to get out of school, though; there is quite a bit of pressure to stay, especially from other students.

On the whole I am enjoying myself at school, especially the sports (one of the main reasons I went). There are some people that I really like and I have made some good friends. I think the most important thing I have learned is that something like that could work, that it has potential to be a good idea but it went wrong. On the whole I'm glad I'm going because I know now that there is no mystery to it. It's exactly what it looks like from the outside and there is no trick you have to learn and no long complicated reason for going. It really is optional.

I like reading GWS because it keeps my outlook realistic and reminds me that the most important thing to develop is self-knowledge. I especially like hearing about people my own age and their thoughts on education and their everyday life. It's nice to read what people are going through and how they've learned that just letting things take their course usually works the best. I'm certainly glad my parents were strong enough to do it that way!

More On Friendships with School Kids

Jessica Amas (HI) writes:

Almost all of my friends go to school. The kids I play with every day are my neighbors. I've known most of them since I was 3. My mom and dad and the neighbors put up a basketball court at the end of the street. Kids come from all over the neighborhood to play. I've met new kids this way. I also like to draw outside with chalk or bring my small easel outside, and we draw together. We like to have water balloon fights too, and my dad made four pairs of stilts for us to use.

There are some differences between my life and my friends' lives. They care about being popular, they care more about clothes, they have to go to bed early and get up early and seem rushed, they wish it would rain hard so they wouldn't have to go to school, they get into fights and make enemies.

I've heard about the fights because the kids talk about them. I have seen a few fights myself, mostly over name calling. The neighborhood kids talk about boyfriends and girlfriends a lot, and about marijuana at school. They don't really make friends outside of their group. Our friends across the street walk a long way to avoid certain kids.

My brother and I have taken a keyboard class at a music school with the same kids for two years. It was the first class we were in and we went way ahead in the book, on our own. They were amazed that we could teach ourselves. We don't have trouble getting along with the kids there. Sometimes they seem tired and can't pay attention, though. We also take karate and we have friends there, even teenagers.

Sometimes the kids ask us what we do or how we will graduate. They think you need a piece of paper. Most of them don't really like school. They say their favorite subjects are lunch, field trips, and recess!

My brother is my best friend and his friends are my friends. It doesn't matter that we homeschool or not. We think meeting friends depends on your attitude. We try to be friendly with everyone. That's why I like homeschooling – you can be friendly with everyone and not have to worry about being popular or about clothes.

Teased for Not Reading

Rachel Grapentine (WI) writes:

I'm quite a reader, and we have many books in the house and read aloud to our children every day, yet all the children are fairly late in learning to read. But I realized that other than books and magazines, we have little print around. We buy our food in bulk, so there's no cereal box on the breakfast table. We go to town infrequently. My children know all the trees and plants but have no billboards to scrutinize.

Davin taught himself to read at about age 9. We had done a little bit of work with phonics. By 11, when he joined Boy Scouts, he was reading well enough to read the manual to a boy in the troop who was having trouble with it. While he was learning to read, he mostly chose children's science books, perhaps because they had plenty of pictures and weren't too thick. And perhaps his interest was really a motivating factor in figuring out the words. Now at 13 he's reading well and does read fiction, too.

Eric, at 10, and Will, almost 8, weren't reading or showing much interest in it. Some of their school friends were telling them, "Oh, you don't know anything, you can't even read because you don't go to school," and they were believing this. So I decided to push them a bit. We started out with a little phonics and some simple Fat Cat stories I wrote. It's hard to find anything but picture books in the library. Then we moved on to books like *Frog and Toad* by Arnold Lobel, and also used an old reader from the 1930s. We'd sit down for a few minutes every day and work on reading. At first I was helping and correcting them quite a bit. Then I looked at John Holt's *How Children Learn* and decided to back off. We still read together but I try to keep my mouth shut. They are paying closer attention to the words and beginning to correct themselves when they make a mistake. They're both far enough along to read on their own, but as yet I don't think they realize they can do it. They bring the books to read aloud with me every day, though. Their grandmother bought them reading readiness workbooks for a present so they are feeling some pressure. They both said they wanted to learn to read this year.

I don't like to push them but I feel I need to. Davin was able to stand up much better to children who teased him about not reading, as he's quite scientific and mechanically minded. Early on, other children realized he knew things they didn't, and he's always been sort of a ringleader in organizing things to do.

One other thing we do is to sit and read quietly for fifteen minutes after lunch. The time is important to Davin – he will remind us if we forget – but as far as I can tell Eric and Will are still only looking at the pictures then. It will be interesting to see if Jacob, who is 4, reads earlier than his brothers did as he sits with us when we work on reading. ◆

Creative Homeschooling

Grades K-12
Since 1975

Integrative Learning For Body, Mind and Spirit
Oak Meadow School
Post Office Box 712
Blacksburg, VA 24063
(703) 731-3263

HELP GUIDE YOUR CHILD'S LEARNING WITH RESOURCE ACTIVITY GUIDES

- Helping Your Child Grow With Your Values $8.95
- Family Life $8.95
- The Story of Jesus $8.95
- Communications $6.95
- Helping Your Child's Self-Esteem $8.95
- Making Learning Aids $4.95
- Me, Write A Book? $4.95
- Protecting Your Children From Sexual Abuse FREE
- Parental Strategies for Helping ADHD Children $19.95
- Parental Strategies for Helping Attachment Disordered Children $19.95
- Famous Americans $7.95
- Peer Pressure Issues $6.95

Combo #1 - Order *Communications* and *Me, Write A Book?* @ 10.50
Combo #2 - Order *Communications* and *Speaking Clearly* @ 12.50
Combo #3 - Save $3.35! *Get all 3* for best rate of only $15.50.

Purchase any 3 packets at $6.95 or more and get 1 more FREE (Up to $6.95 value)

*FREE BOOK ACTIVITY LIST WITH EVERY ORDER!

Please add postage of $3.00 per order.

THE FAMILY NETWORK, a 6 page monthly newsletter of activities and resources is available for only $6.95 for 6 issues. Send for a free issue.

For more information and complete offerings list write, fax, or call:

American Family Homeschooling Resources
4184 Pine Road
Orange Park, Florida 32065
904-269-0779 or 904-269-9789 Fax

100

BEST COPY AVAILABLE

Focus

Learning from Siblings

For this issue's Focus, we asked young GWS readers to write about how they've learned from the differences between themselves and their siblings.

Different Learning Styles

From Sarabeth Matilsky (NJ):

I spend a lot of time with my brothers and sister, probably much more than if I went to school. That has its pluses but it does definitely have its minuses too. I love them, but sometimes I wish I could get a little more privacy. Even so, I do think I'd miss them if I were gone all day.

We do have different styles of learning. My brother Jacob (12) tends to remember the very tiny details, down to exactly what the person said, while I am more interested in the overall picture. Most of the reason I notice this in him is that when we read books together, if he likes the subject matter he will remember the exact words that were in the book, sometimes literally years later. Sometimes I will remember that too, of course, but usually what I remember is a character that I liked or just the main qualities of the book. Also, once Jacob gets interested in a certain subject, he likes to find all the books he can on that subject, whereas I usually read one book, and then if there is something in that book that I'm interested in, I'll follow up on that.

There are definite differences in the way my sister April (9) and I like to learn. She likes to learn mostly by doing, and while I like that too, I also enjoy reading about something or talking about it to different people. April is more of a hands-on learner. (Not that she does not enjoy reading; it's just that if she has a specific *goal* in mind, she likes to learn by other means, if possible.) As with everything else, this difference is not true one hundred percent of the time, but it usually is. It is definitely so with the science class we've been doing together. Every Wednesday she and two of her friends and I get together and do science for two or three hours. We usually don't do science the whole time; sometimes we do English (playing Mad-Libs), make wire sculptures, or sing "Pop Goes the Weasel" with paper noisemakers!. We do do a fair amount of science too, mostly homemade experiments, a few from books – playing around with magnets, going on "collecting walks" in the park, etc. It was originally April's and my idea, just for the two of us to get together and do science. Then we invited one friend, and then another wanted to come too, so now we joke that we have a regular school class. I'm not really the teacher at all, but if any of them have questions, I'll try to answer them. More often we will all have an answer that we will discuss together.

It's been a learning experience for all of us because we all have different ideas and different thoughts on what we should do. At first we were doing experiments from a book that I used to enjoy and thought April would too. But she didn't want that – she wanted to make up her own experiments. I learned something from this, because I usually just followed along blindly with the book.

Last year, April wanted to learn about the Civil War. So my mother got a book from the library, and when Jacob and I heard Mom reading it aloud to April, we also got interested. We ended up reading another book together as well, and that started us on Black history, and we found some absolutely wonderful books on that subject. It was fun being able to talk about the books with others and to hear different points of view. There were many times when the differences between us came up, although I never really thought about it while it was happening. For instance, Jake tends to look at the political side of everything. April was very interested in the different ways the slaves escaped, and I did not like the parts of the books that dealt with the war itself – battles or dates and things. Also, since

Jacob remembers details, when April or I did not remember them, he would get impatient with us for that.

The differences between me and my brother Matthew (6) are definite, unequivocal, and sure, but not necessarily in the area of learning. We just don't go together very well, although it is getting slightly better lately. He constantly surprises me with his astute and interesting questions, though. The other night he was trying to understand math, and he suddenly said, "If two and two are four, then two trillion and two trillion are four trillion, right?" When he says things like that out of nowhere, it really makes me wonder what kinds of thoughts he has! When Matthew gets interested in something, he will ask everyone he knows questions about that subject (right now it's dinosaurs).

As I think about it I realize that my siblings and I do learn a lot from each other. We are always learning together and from each other, even when we are sure that the moment we are old enough we are going to lose contact and never talk to one another again!

... and from her Younger Sister

From April Matilsky (NJ):

My little brother Loren and I have been fond of each other since the day he was born. I watched him get born, and it taught me a lot about having a baby. I often am a mother's helper with him and we do a lot together. I remember the day he learned how to sit, crawl, walk, and talk. It has been like watching something evolve. I've learned how to use the stroller, and every morning we go to the newspaper store together. I give him a quarter and he'll hand it to the person at the cash register.

My older sister Sara started playing "Marat Sade" on the piano about a month ago. She sang it too, and I asked Mom what it was about. So that got me interested in the French Revolution. Mom got some books out of the library about it and read them to me. If I had never had the chance to hear Sara play that, I probably wouldn't have thought of it or gotten interested in the subject.

Sara has been doing science class with me and sometimes my friends. We approached it a little bit differently at first. I wanted to make up my own experiments and she just wanted to keep on doing the experiments from the book. It actually helps us sometimes that we have different ways of approaching it.

My brother Matthew has a love for horses and was begging Mom to get him riding lessons. For his birthday, Mom took him to a horseback riding class as a present, and the rest of us watched. That made me feel like I wanted to try horseback riding too, but if he hadn't thought of it first, I wouldn't have thought of it.

Matthew also brings up subjects that I wouldn't think of learning about on my own. He'll be interested in something like cars and how they work, and I'm not interested in it at first, but when he brings it up I become interested. I feel a little embarrassed sometimes because he knows more about something than I do and he's younger than I am, but it's just because I don't think about that stuff as much as he does.

Aaron (right) and Seth – Seth may be more competitive, but here they're both having fun.

Learned to Read at Different Ages

From Aaron Lesch (TN):

My brother Seth reads constantly. He also read early, at age 6. Now he is hardly without a book. I was a late reader – we're still waiting (just kidding). But I was 13 before I would just pick up a book to read. Even now, at 16, I read mostly for information – Newsweek, *PC Magazine, National Geographic,* and other computer magazines or books. For fiction, I like to *hear* the stories and let my imagination run. Seth likes to *see* the words (and let his imagination run).

Since Seth and I are so different about reading, I've definitely learned that everyone learns differently. When we were younger, it did kind of irritate me sometimes that I never liked reading and he just picked it up immediately. But I don't think anything of it anymore. I know my parents were kind of worried about my reading at first, but once I did start reading, they didn't worry anymore, and they too found out that people have different ways of learning.

While Seth has always learned things by reading about them, I tend to learn more by doing. Just this last year, I have started to use instruction books. Prior to that I always did things by trial and error. Sometimes Seth and I have had reason to try each other's style. In my work with computers, for example, I've hit several spots where I've had to pull out books and read about something, and I think Seth has come across situations where he's had to learn by trial and error. When we were younger, we used to build together, and we would have to think, "If this doesn't work, let's try something else."

Seth loves sports. He plays them, watches them, talks about them. I'll play, but Seth has always been more competitive than me. Last fall, when Seth was playing soccer, I volunteered to be his team's assistant coach because I wasn't really busy doing anything since we had just moved here and I enjoy watching Seth play sports. I love watching him play because he's so competitive but he

isn't spoiled about it; he can handle it if he doesn't win, unlike some people I've seen.

Computers are my thing. I will work on one any time I can get my hands on one. I can repair the hardware and install and run the software. I keep up with all the current software. Although I do consider myself a "gamer," I am also interested in all aspects of computers. Seth is simply a "gamer" (and an extremely competitive one at that!).

Even with these differences, Seth and I have always been like best friends. Anytime we can, we always try to do stuff together. Other people have commented to my mom how well we get along (but that is just our in-public side). I do believe because we have always been homeschooled and spend so much more time with each other than we would if we went to public school, we are closer as brothers. Siblings who go to public school tend to fight a lot more than we do. I'm not saying we never fight, but we never have fought in public and I've seen many public schooled siblings do that. Seth and I tend to support each other in public.

I think it is a good thing that Seth and I are so different. I think this is one reason we have such a good relationship. Our youngest brother Caleb (9 1/2), is practically a clone of me. He wants to dress like I do, he likes computers and working with tools, and anything that I like, he wants to be involved with (even the same girl that I like). I don't know if I find what he does so irritating because he is so much like me or because of the age difference between us. But even though I may say that Caleb is irritating, we play around a lot and have fun together also. I think that if I was stressed from school all day, my relationship with Caleb could be more of a problem.

Learning to Like Poems and Puzzles

From Eoin Gaj (MA):

Two things I never really liked are poems and puzzles. Whenever my mother would read poems to me or a person would give a puzzle to me, I would never want to hear them or do them. But when Daire, my 3-year-old brother, came along, he loved poems and puzzles. At first I wasn't very interested in them, but then I started to read them and do them more and more often. Now when Daire does a puzzle I almost always do a puzzle also. And when my mother reads a book of poems to Daire, I often listen too.

Caring for Younger Siblings

From Lydia Jenkins (MO):

As the oldest of six children, one of the challenges I face because we homeschool is finding a quiet and undisturbed place to study. We have always homeschooled, so I have been here day by day to help care for my siblings. I seem to be a parent figure to them, just by being here and spending as much time helping with them as I do. The ages of children in our family now range from 16 to 2, and those age differences do affect me a lot. I find it very hard to get solid study time in with the younger children at home. I am always being interrupted by one of them wanting me to do something for them. I have tried closing the door to my room while I'm studying, but that doesn't work out too well – imagine trying to study while someone is kicking the door because they want you to pay attention to them.

Two solutions I have come up with are for my mom to take the younger children with her when she goes to town or for someone to take them outside to play. A third time is to get some study time in when the younger ones are taking their naps (that doesn't always work, however, because they sometimes nap at different times of the day).

I am not sure whether in the next few years I will go away to college or take some correspondence courses here at home. If I do the latter, I will be here with younger siblings for several more years, adapting and changing as they and I grow together. I love my family very much and because of that, we will make it work.

I do learn a lot from being around siblings of different ages, too. First, I've learned a lot just about taking care of children, and second, I've learned from the different way they see things sometimes. We live on a farm, and when I take the little kids outside, they'll be so fascinated by a little flower or something like that. They notice things I might never have noticed or paid any attention to.

My 10-year-old sister likes to draw and paint, and I don't do that at all. I'm good at making crafts – I guess I think with more of a crafter's mind, but not a painter's mind. My sister will draw pictures of flowers or horses and put in all these little details that I hadn't noticed or appreciated before.

Sometimes my siblings and I have different approaches to academic work. I use Saxon Math and I love it. You have to write out the problems, which I like doing, but my brother, who is two years younger than me, doesn't like that approach at all.

I have a lot of friends and they're all different, but to me, that's just the way they are. I just take people as they are, and if they don't always agree with what I'm saying, it doesn't really matter. Some of my friends, because they go

to public school, they have a different idea of the way things ought to be done. But I enjoy being with them anyway, and I think that probably does come from learning to get along with my siblings and learning to take them as they are.

Siblings Encourage Her

From Kaleemah Ahmad (LA):

I'm 10, and my sister Shahidah is 13. We are the ones who are homeschooling in our family. She does math better than I do, but I do social studies better than she does. I like to play a lot, and she doesn't, maybe because she's 13 now. We both like to go to the library and church and other places together. Shahidah is kind of shy, and I'm not.

My other brothers and sisters are Kwanda, 19, Gregory, 21, Joseph, 24, Larry, 26, Nicey, 27, and Willie, who would be 29, but he passed away. My brothers and sisters show me a lot of things in different ways. Their examples and their different styles do affect me. They show me talent, make me laugh, and show me caring and concern. They make me feel good about myself and encourage me by pushing me to use my talents.

Different Approaches to Math

From Georgina McKee (WI):

My brother Christian and I are different in many ways. For one thing, he is 17 and I am 13, which means he can drive and I can't. But there is a lot more to it than that! He has always been interested in foreign languages and I'm just getting started by learning French. I've always loved animals; he has never really been interested in them.

He has always been better at working out of textbooks for math. I can work out of a textbook, but I tend to do better if I can draw out the problem or use objects to see it better. My mother tried to use textbooks with me at first. She started me out with the same book that Christian had used, and I couldn't do it, so she left the book and just made up stuff for me to do, using the book as a guide. I remember seeing Christian using a textbook; he could do it really fast, and it was strange for me to realize that he could do that. Usually I would think that I would think the same way that he does just because he's my brother, but that's not true. Sometimes I wish I could do math the way he does because it's harder for my mom this way – she has to write out problems for me. Instead of just looking at the problem in the book and doing it, I need to think it out in my own words. But my mom actually thinks that I have a better math brain than Christian does. I just think he does it differently.

Geogina at her pet store volunteer job. She likes to be around people and animals; her brother often prefers solitary activities.

Christian also likes to do solitary activities, like fly fishing and fly tying. I, on the other hand, like to do things with people, with animals and kids, so I volunteer at a pet store and help out at a children's nursery one day a week. I've always been interested in active sports like swimming, baseball, volleyball, soccer, frisbee, football, basketball, and biking. Christian is the type who can happily stay home and read all day, and I can't be at home all day. My best friend is like Christian in a way. She can stay home all day doing things like reading and baking cookies. Sometimes I think, "How can she do that?" but then I can understand it better when I think about how my brother does it too.

It might have taken my mom a little while to realize that I did math differently from Christian, but I think she understands that her kids are different much better than some of my friends' parents do. Some of my friends' parents seem to think that if one kid does something, everyone has to. One of my friends is a very serious swimmer, and her three siblings have to swim too, even though they hate it. Their parents say they have no choice. I'm glad my parents realize that my brother and I are different. ◆

"My brother tends to remember the very tiny details, down to exactly what the person said, while I am more interested in the overall picture."

Toward a Welcoming Community:
A Conversation with David Schwartz

[SS:] I wrote an article about homeschoolers and apprenticeships for the January/February 1995 issue of Backwoods Home Magazine. From that article:

... Learning from the world often means hooking up with adults who do various kinds of work in the world, through volunteer work, apprenticeships, or just informally watching and helping. It can be a challenge to help young people connect with adults outside the family, because we're used to kids being shut up in school all day, away from the life and activity of the community. What the young people often need is an advocate and navigator, someone who can help them find and make these connections.

As parents begin to think about helping their children find volunteer or apprenticeship opportunities, they sometimes get stuck because the place where their child wants to work doesn't have a volunteer program. They might conclude that if there's no program, there's no opportunity for the child. But this doesn't have to be true.

In thinking about this, homeschoolers and their parents can take their cue from David Schwartz, Director of the Developmental Disabilities Planning Council of Pennsylvania. Years ago, Schwartz recognized that people with physical or mental disabilities – people who strike the rest of the population as being different – suffer most from not being allowed to participate in their communities in a meaningful way. When Schwartz sets out to help these people, he doesn't think in terms of institutions and programs. Rather, he thinks in terms of ordinary people who might be able to welcome someone with a disability into some aspect of their lives. For example, he and his colleagues have found a way for a man in a wheelchair to help out at a local food pantry. They found a way for a man who can't speak but who loves fire engines to spend time at the local fire station, where he has become friends with the people who work there.

David Schwartz calls this approach "asking." He asks if there is a way for a previously excluded person to be included. In a sense, this is what is involved in helping young people to find volunteer work and apprenticeships. Young people in our culture are another kind of excluded population, too often cut off from what is going on all day, from what people do, from what matters. When adults want to help young people, often their most helpful role is that of asker. Homeschooling parents will inquire of everyone they know, "Do you know a veterinarian who would be willing to let my 10-year-old watch and sometimes help out?" They might say on the telephone, "My child is interested in your organization's work to save the rainforest. Do you have any jobs that she might be able to do?"...

I sent David Schwartz a copy of this article and invited him to explore the connections between our work and his more fully. Our conversation follows.

105

Susannah Sheffer: What were your thoughts after reading the article I sent you?

David Schwartz: I was really struck by the parallel that what we were both doing was looking for remnants of what I call a sub-institutional world. It seems to me that the world of culture has been displaced by a world of systems and institutions and professions, and many important characteristics of culture have been lost in the process. My interest is in finding remnants of hospitality – how people naturally take care of one another – and I saw that homeschoolers' interest is in finding ways that children naturally learn in a culture.

SS: You started out working in a mental institution, didn't you? How did you come to think in terms of the sub-institutional world, then?

DS: When I worked in an institution, I started noticing that the really important things were happening off the wards in the nooks and crannies, in the daily work that needed to be done – doing the laundry, cutting the grass, working in the bakery. Then, when I went on to start group homes, which were meant to be an alternative to the institution for many people, I realized that people really grew when they became involved in the local church or the food co-op or the town festival. These involvements, rather than the human service programs, were what made a difference. When I started working in public policy in Pennsylvania, I wanted to support people who had the vision *not* just to set up community service systems but to actually connect these disabled or otherwise excluded people with the daily life of their communities, to introduce them into some kind of mutual relationship in which they were no longer seen just as a client, a patient, a service recipient.

Finally, I decided it was time to move beyond the theory and to see if I could actually do it myself – could actually make these connections in the town where I lived – and that's the work I have been pursuing which is of most interest to me recently.

SS: Those patients in the institution who were involved in the daily work – they were truly helping out, weren't they, rather than being in some kind of vocational program that would have them working because it was thought to be therapeutic?

DS: Yes, they were truly assisting, which is very important, although in some cases there were still elements of forced labor. One of my jobs was to eliminate this. It seems to me that all people, whether they are a teenager or a person with a disability, can smell the difference between the real and the false in an instant. There is a world of difference between a vocational training program and actually being useful to somebody and being cared about because you are being useful and because you are part of something. It's not always that the person's work productivity is very high; they may be an important part of the culture in other ways, or just be accepted because people like them. You can see this with people with mental retardation who are sometimes given some kinds of jobs in sheltered workshops. If they do make-work, artificial work, even if they are getting paid for it, they often fail to learn. But if they hung around the car wash or the local diner, they might learn quite rapidly. Again, they can tell the difference between the real and the false.

SS: One thing I observe, in talking to homeschoolers about apprenticeships, is that sometimes people have a tendency to think in terms of programs, so that if a child wants to volunteer somewhere and that place doesn't have a volunteer program, the family might think that volunteering there was impossible.

DS: Volunteerism is generally set up as a person being in service to an instititution rather than to another person, so it's a one-way street rather than a mutual thing. I'd agree that usually you have to go around the program to find real people in the real culture of the place.

SS: To be fair, though, I do know of many instances in which a young person began volunteering through a program and then did have a great experience making actual connections with the people there. The program *can* be a way in.

DS: Yes, I can see that that can happen. Still, you do have to beware of thinking in terms of programs exclusively. I was on the west coast a little while ago and some people there were asking me how they could implement the program that I describe in my book. Well, of course, this misses the point entirely. I don't describe any program; I describe people making connections with one another. I said, you have to look at the local culture, and I could not tell you how to do it in your place because I don't know your place. If the asker looks at it as a program or the person being asked looks at it as a program, right away you're back in an institutional box. So often, with asking, you're thinking, who do I know in the fire department or bakery or wherever? Where do I have a real friendship or relationship? That's the person you call.

SS: I see the parallel with homeschoolers' experience again, because when it comes to setting up apprenticeships I always say that you start by thinking of everyone you know. Even if the young person is thinking primarily of wanting to work at a certain place – like "I want to work at the aquarium" – I would always start by thinking, "Do I know anyone there?" or "Do I know anyone who knows anyone there?" On the other hand, I have to admit that I also make what you might call "cold calls" – just calling up someone that I don't know and explaining what I'm asking about.

DS: In the projects that we fund that do asking, they find that they quickly exhaust their circle of immediate friends, so then they have to figure out how to broaden their network. So you go through somebody, mentioning the name of somebody else: "Marge suggested I call you," and so on. The last resort is that cold call, because that's less likely to work. If you can use anyone's name in an introduction on the phone, you're way ahead of the game. In this kind of asking, you *do* get told "no" a lot, and you have to expect that, but you want to structure it in such a way that you're more likely to get a "yes."

I mention in my book *Crossing the River* that it's extraordinarily hard to ask for oneself. It's much easier to ask on someone else's behalf.

SS: That makes a lot of sense to me; I think that's why it instinctively feels right to me to call first and then pass the information on to the young person I'm helping. Often they're quite able to make that second call, knowing that I've already told the adult to expect them.

DS: I'm thinking about how I walk around town with my 3-year-old son. We go to the café, the diner, the restaurant by the train station. The people in the town know him, they're watching him grow. When we go into the hardware store, the owner always picks him up and lets him use the cash register. I think that maybe by the time he's old enough to want to do something at one of these places, it won't be so hard for him to be accepted.

SS: Exactly. The problem for most kids is that they haven't been out and

There is a world of difference between a vocational training program and actually being useful to somebody and being cared about because you are being useful and because you are part of something.

about in the community in that way. They've been sequestered in school for so many years – it's like John Holt's phrase, "spaceship school." Then when they do get out, they don't know much about the territory.

DS: Oh, yes! We have had the same problem with people who have been institutionalized and then are sent out into the community. Communities aren't always tolerant of differences, first of all, and then these people have no idea how the community works. I'm thinking of an elderly woman who had for many years been part of a state institution where I worked. She set a kind of speed record for being sent out into the community and then being sent back to the institution. One time she was placed in a family home in a small town, and right away she went down to the store, bought a six-pack of beer, sat on the post office steps and drank it. Well, how on earth would she ever know that you don't buy beer and drink it on the post office steps on main street? She had no way of knowing that, and then people got angry at her for not knowing. The bar was only steps away.

SS: When you ask people to let someone from a previously excluded group into their workplace or whatever, do you ever get hesitation or resistance? Do people feel too uncomfortable with the idea?

DS: In western culture, the idea of helping somebody who is different is really not that new an idea, but it tends to be submerged. I find that the higher people are in education and economic status, the more inadequate they feel about being this kind of friend or mentor, because one of the things you've learned through education is what your incapacities are. You can't care for someone or teach someone unless you're a professional at it. What we're trying to do, through asking, is awaken people's natural tendencies to care for others – and if that isn't a natural tendency, then all of this that we're talking about now is silly and a misguided ideology. If people do not have an instinct to care for each other because it's mutually rewarding, if people do not tend to like to teach children how to do things because it feels so good to do it and because it's been part of the culture for millenia, then what you and I are both doing is crazy.

SS: The idea that the asker might not be operating in an official capacity, but might be asking just as a friend, is sometimes odd to people, too. Sometimes if I mention something about doing something with a homeschooler, or calling somewhere on behalf of a homeschooler, someone who doesn't know me well says, "Are you a teacher? A counselor?" But of course I'm not doing these things in that capacity; all I really "am" is an editor and writer and if I do this kind of asking for homeschooled kids it's just because I want to.

DS: We run into that a lot too. If we ask on behalf of a person with a disability, "Would you let this person come and help wash dishes at your diner?", the person we're asking may say, "Who are you, are you connected with social services?" and so on. I found that in the early experiments I was doing with this in my community, I was a little bit lost about how to identify myself when doing the asking, until I became president of the Friends of the Local Library. Then I had a place – I had something to do with downtown, with community regeneration, and it was easier for them to understand why I would be calling.

SS: You were saying that you have to believe people have a natural tendency to want to care or teach. I find that sometimes when people hear about these kinds of arrangements they are amazed that adults would help kids without getting paid for it.

DS: Robert Heilbroner once said that we don't have a culture; what we have is an economy masquerading as a culture. Every aspect of life is so commodified that there really is very little opportunity to observe people doing anything for reasons other than money anymore. What is your possible experience as a parent, or as a child, that would let you think that people might still have these impulses within their hearts? But in fact, they do.

SS: I've read elsewhere your example of asking the dentist in the mental institution if he would let a woman help him organize his files, because through talking to her you discovered that she had been a secretary and that doing that work might help her to feel more productive, more connected. It's wonderful when someone like that dentist can understand the value of something like this and can agree with your way of thinking, but I wonder – does the person you're asking have to understand this whole philosophy for it to work well? Or might it work even if they don't fully get where you're coming from but are still willing to do what you're asking?

DS: I don't think they have to understand it through and through. It's not necessary. I do think, though, that it's very important not to understate what's being asked. Sometimes in our citizen advocacy projects, the advocates will think for several days about how to phrase the question so that they're not soft-pedaling it and the person on the other end doesn't later feel they were sold a bill of goods.

BEST COPY AVAILABLE

For example, if a person wants to come in and help out in a pet shop, and this person hasn't had any experience with getting places on time and, furthermore, when they get upset with how things are going at home they tend to deal with that by not showing up where they're expected – well, in that case I think you need to explain this to the pet shop owner. You say that this person will need to be helped in this area; otherwise they'd just be fired just because they show up late and it would be very discouraging to both. The citizen advocates have told me that it's better to say up front what the owner or whoever will encounter. That's better than having them find out later and getting angry, saying, "I didn't know I was getting into this." Better to have them say right at the start, "I don't think I'm equal to this task," then to have the arrangement fall apart halfway through, which would just confirm for the person with the disability that they're not good, that things never work out.

On the other hand, there are limits to your responsibility as the asker. All you want to do is make a thoughtful introduction, really. If you introduce a man and a woman and they don't go on and get married, that's not your fault.

SS: It seems to me to be a fine line, though, because I know I sometimes worry about the condescension implied in having to warn someone ahead of time about the problems they might encounter with this person. Maybe what the person – say, in my case, it would be a young person – maybe what they really need is a fresh start, a chance to work with someone who *doesn't* expect them to have all these problems.

DS: It is a fine line; it couldn't be described any better. When thinking of what to say on the phone, you have to think, how much is too much to tell, and how much is not enough? And you can phrase things positively. If I wanted to help a person get a job who had never had a job before, I might say, "We need to find someone who would be willing to help this person learn the basic rudiments of what work is all about – getting there on time, etc. – because they don't know that yet. Would you be willing to do that?" I wouldn't go on to say, "This person has had a rotten childhood," or "They've been diagnosed as schizophrenic," but I do think that if the other person doesn't know what he's getting into to some extent, the situation is more likely to blow up later. Also, the other workers can understand it, so that instead of saying, hey, this person is showing up late and not getting fired and that's not fair, they can say, we're helping this person learn this because he never had a chance to learn it before.

One of the things you've learned through education is what your incapacities are. You can't care for someone or teach someone unless you're a professional at it. What we're trying to do is awaken people's natural tendencies to care for others.

In a way, the whole idea of asking is very strange, isn't it? Because in any kind of intact culture, you wouldn't need to do it, or it would just be happening all the time, but in our case it's necessary to stimulate it artificially.

SS: I guess in an intact culture, as you describe it, people wouldn't need to be asked because they would think of these things themselves – they would think, "Why don't I invite so-and-so to join me here?"

DS: Actually, I think in an intact society, people with disabilities or young people would just be underfoot. No one would have to think anything like this up, because these people would be part of things already.

SS: Oh, yes, that makes sense. Given how things are now, though, I do find that it's good when people get to the point of thinking up these arrangements for themselves. Maybe the first time I or someone else will need to call a biologist and say, "Would you be willing to let a young person watch and help you?" but maybe if they have a good experience with that, the next time they will say to themselves, "I think I'll ask so-and-so's child if she wants to come in."

DS: Yes, it's infectious, and then it makes the world a much better place. It's not a totally romantic view of the world to think that many people want to teach or care for each other. ◆

We need to help each other
hang on to the really
important things in life...
...our children ...our families

Home Education Magazine
For eleven years we've been
helping homeschoolers do just that.

$20 One Year (six issues) - $3.50 Current Issue

Call or write for our free 24 page catalog
Home Education Magazine • POB 1083 Tonasket, WA 98855 • 509-486-1351

Watching Children Learn

Studying Science

Sophie Quinn of Ontario writes:

My first memories are of being a small child filled with a natural curiosity about why things were the way they were. I can vividly remember observing the most minute and seemingly insignificant devices with such detail. I would be equally amazed at the most enormous and obvious things.

Attending school stifled much of that curiosity, which caused my instinctive love of science to be put on hold. Now that I am out of school and a self-directed learner, I find that biology and chemistry are once again as vast and wonderful as they were in my childhood.

This year I am studying an auto-immune deficiency disease called Scleraderma. It is an incurable and fatal disease. As in the case of Lupus, the body becomes its own target and an over-production of collagen occurs. The result is that body tissue and organs lose the ability to circulate blood. The skin becomes hard and dry and in many cases ulcers develop.

There are different levels of severity, so one person's case may not be fatal while another person will have only a short time to live. Because of the uncertainty surrounding Scleraderma, patients have searched beyond the medical system for help, ending up with extremely different theories about why Scleraderma develops and how to cure it.

To find the information I needed to fulfill my curiosity about auto-immune diseases, my first plan was to search for informative books on the topic. This method proved excellent for many common diseases, but when it came to Scleraderma, there was practically no information. In fact, the only reason I knew about the disease was because a friend of my family was suffering from it. This inspired me to ask her about her experience. After all, I think the patient is probably the expert in this sort of case.

By traveling to Montreal to meet with a doctor who specialized in auto-immune diseases, I learned all about his theories, tests, and treatment for Scleraderma. I even got to have my own blood examined for bacteria, which was quite amazing. The doctor's invention of a specialized microscope could study living blood to see what the difference was between, for instance, a patient with severe cancer and a healthy person.

When running into anything I had difficulty understanding, I simply asked the doctor or my parents or read some of the pamphlets that I found in the doctor's office. Many times, unlike in school, nobody had the answers. This is one of the prominent reasons why I love science: there is always a mystery and a chance at solving it.

Family Learns about Horses Together

Sharla Lefkowitz-Brown of New York wrote a couple of years ago:

All of my family likes horses a lot, and we've been learning a lot about them together. I know most parents would say that because I'm only learning about horses I wouldn't be learning much, but I know that is very wrong. I've been learning a lot of expressions and things that most 8-year-old children wouldn't think about. I've also joined a 4-H group and we do things like going to polo matches and learning about jumping and how to clip and braid horses. I read lots of books about horses and my parents and I get lots of books out of the library to read together. I'm learning about how much hay and grain to give horses and how much grain and hay to give them for how much they work.

When I started homeschooling, my parents did not decide for me; they left the choice up to me. I feel that since I've been to school too, my children will be able to decide more easily whether or not they want to go, because I will be able to tell them about school and about homeschooling too. I decided to homeschool because I really didn't like school at all. I didn't like the teachers and I wasn't having any fun and I wasn't learning anything. In fact, it was just something that I hated, where I sat day after day writing things for no purpose. The only thing I really did enjoy was the school lunches.

Sharla's mother, Pamela Brown, adds now:

Our family has continued to develop our equestrian skills and knowledge together. The study of horses has led us to the exploration of so many different aspects of social studies, science, math, and literature as well as visual and performing arts. Sharla was even recently inspired to produce her first written and oral reports on an aspect of equine science for her 4-H group (her younger brother also participated by presenting the visual aids). We find that sharing this intense interest nourishes us physically, mentally, and emotionally, both individually and as a family. We feel very lucky to have a family project that we can share together throughout the many stages of child and family development.

105

Developing Self-Discipline

Julie Scandora (WA) writes:

I must respond to Ian Boudreau's comments in GWS #103 about parents letting children stop studying a subject because it is too hard or not interesting or whatever. Ian believes children cannot discipline themselves to tackle difficult subjects. I heartily disagree.

My daughter Rhiannon was interested in playing the piano, but I was reluctant to invest in such an expensive item lest her interest be short-lived. So for Christmas when she was 10 I gave her a mini-keyboard. In a few months it was obvious that her interest was strong. She did all that was possible on those 20-odd pint-sized keys.

About a year later, I began to look into used pianos, only to realize she was no longer playing. Had her interest truly died after little more than a year? I thought not. Still, with some trepidation I got the family a full-sized keyboard this last Christmas, when Rhiannon was 12.

She is now back at it, learning chords, using both hands, playing the full keyboard. I have to laugh when I look at her old keyboard compared to the new. The former was so tiny, especially for her adult-size hands. It must have been frustrating for her. Yet I do not know if that or that alone was the reason for her not playing for almost a year. Maybe she just needed a break. (GWS looked into this idea in issue #99's Focus, "Quitting Activities: When is it OK?").

But the fact is, Rhiannon plays piano on her own. Through her own choice she practices half an hour each day. Except for my showing her which keys correspond to which lines or spaces on the musical staff, she is totally self-taught. There is no prodding, reminding, or even suggesting on my part. During her months-long break, her choice not to play was respected. She is completely self-disciplined and self-motivated. Taking that break and having the freedom to take it are as much a part of her self-discipline as are her practices.

My other daughter, Rikki, knew her basic addition and subtraction facts as a Montessori kindergartner. At second grade, when she began homeschooling, she gradually lost her facility with numbers because she chose not to do any math for two years. While I am fairly sure of the reason for her setting math aside, I believe the reason is secondary. What is important is that it was her choice and that that choice (with, I grant, some misgivings on my part at the time) was respected. When she finally decided she needed to know these basic facts, she applied herself and learned them. It certainly did not take a year to remember what she had forgotten from first grade and before or to learn what she had not learned during second and third grade. What made the learning relatively easy (though not without effort) was that she was both ready and interested.

Had I tried to force Rikki to learn according to an external schedule, I would have had a major problem. I would have had a child rebelling against my seemingly senseless impositions; I would have had a tense and combative relationship with my daughter; I would have had a child merely completing assignments with no interest in the subject. Lacking interest, she would have forgotten much of what she learned.

If a child does not have self-discipline, what will he or she do as an adult? Will Mom have to hover over her son's desk at college exhorting him to study for the midterm? Will Dad have to remind his son to finish his project for his job on time? Self-discipline does not suddenly pop into our beings when we mature. Instead, I believe, children are born with the ability. It is just that too often adults get in the way, telling children what to do and how and when to do it. After a while, self-confidence is shaken and dependence takes its place.

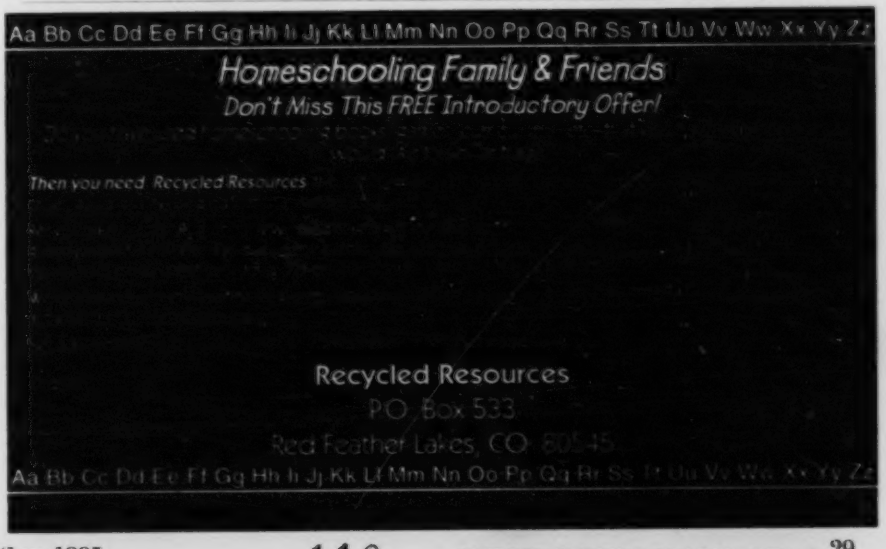
My children do not have unusual talents in music or math; their accomplishments required self-imposed effort. Nor were they born with an unusual share of self-discipline. If what they have done seems unusual, it is because few children in our culture are given the freedom to let their learning flourish as they best see fit.

Zoë Blouwn-Ledoux (ME) writes:

I was just rereading several of my GWS back issues and found Ian Boudreau's letter in #103. I have some thoughts in response.

I am 15, and I've been unschooled for my whole life except one year at a private prep academy. I liked the GWS #104's Focus about one thing leading to another. This is how I learn, too. I don't use any correspondence school as Ian and many other homeschoolers do. I learn by reading a lot and talking ideas through with friends and with my parents. As I get more and more independent, my parents play the role of advisors and facilitators rather than teachers or police officers.

When I was 9, I went to a ballet performance which sparked my interest in theater and performing. Since then, theater has been my main


Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz
Homeschooling Family & Friends
Don't Miss This FREE Introductory Offer!
Then you need Recycled Resources
Recycled Resources
P.O. Box 533
Red Feather Lakes, CO 80545
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

BEST COPY AVAILABLE

focus. I have studied most of what I want to know by putting myself in places where real theater happens. I seek out people, mostly adults, to whom I can apprentice myself. For instance, I am about to start a year-long apprenticeship with some adult friends of mine who run a world-traveling banraku-style puppet theater. I've done other internships and apprenticeships – working at an organic farm and apple orchard, volunteering at GWS, helping with my father's small-press publishing house and with an Equity theater. I find that this method of choosing what I want to learn and from whom works best for me.

Ian notes that many home-schoolers don't do math for long periods of time. I haven't done math with a textbook or on a regular basis for almost three years. I feel fine with this. Although he's right, I'm *not* learning self-discipline through hammering myself over the head to do something I hate, I am teaching myself to trust my feelings and to follow my passions (like writing this response, working at a local theater, or publishing my newsletter *Self-Schoolers Network News*), which I would never have time to do if I chose to do a scheduled academic program.

The math skills I have learned (and that I remember) are sufficient to balance my checkbook and do double-entry bookkeeping for my newsletter. If I'm ever unable to do anything that I really want to do *because* of my inability to do algebra I would learn it then and there – when I needed it. I'm not going to teach myself how to take anthropological field notes, either, until I realize that I'm really interested in anthropology. I believe in my ability to learn anything anytime. I don't think that there will ever be a cutoff point for learning anything in my life.

Part of unschooling (and the whole frame of mind that goes with it), for me, is trusting and listening to myself. I try to listen to myself when I'm saying that I'm uninterested and bored with this project or subject. This attitude pretty much lets me escape from the frame of mind that includes discipline as an overriding force. However, there *are* things that I do because I want to develop a particular skill. Maybe I can see that that skill will be important for the kinds of things I envision myself doing someday. The day-to-day study of French with my father is a good example. Often I'd much rather continue reading or working outside on the spot where I'm going to build my yurt-house this summer than come inside to sit down and study French. But when I get this feeling, I remind myself that I really want to be bilingual and that it will help me when I start to do more and more travelling in the next couple of years. Perhaps you could call this a *form* of discipline. But certainly it comes from me and my need to learn French, not from my feeling that French is mandatory to complete my education.

In my life, my learning is up to me, and if I don't do the work of following through, then I conclude that doing other things must be more important to me. I drop one interest for a while to concentrate on others.

FREE *CBSI 486 Computer*

Earn $4,000 Per Month Performing Needed Services For Your Community From Your Home With A Computer!

Begin part-time and still retain the security of your present position. You do not need to own or know how to run a computer. If you purchase our software and training material, we will give you a computer. If you already own a computer, we will give you a discount. We have been in business 11 years and have developed 20 services you can perform for your community. You will be assigned a program advisor who will help you start the programs that will fit your background.

Start now and build a lifetime business from your home that will benefit you, your family and your community.

To receive free cassettes and color literature, call toll-free:

1-800-343-8014, ext. 58 111

Or Write:

Computer Business Services, Inc.CBSI Plaza, Ste. 58, Sheridan, IN 46069

There's usually no ultimatum, no one saying, "Oh! Zoë! You didn't ever call the man about a weaving internship! Now you'll never, ever be able to learn about weaving again. Your education is finished! Absolutely FINISHED." So, I didn't call the weaver. Maybe I'll call him next month or perhaps in a year or maybe I'll meet a different weaver that I'd like to learn from more than the first one. To me, education is going with the flow of where learning takes you. So instead of resisting this, I try to be fluid and follow my interests as they come. To me, grades don't exist except in people's minds. I'd rather be free, learning to trust my own instincts. If I relied solely on adults and their structures, what would I do when I was an adult and couldn't rely on them any longer? I'd be lost.

Natalie Lloyd (OH) writes:

I have been homeschooling for five and a half years. I'm 16 now. It took quite awhile for me to unschool. I liked school when I went and I did fine there. Homeschooling opened up a lot of new doors for me. I had felt oppressed in school, though I didn't realize it at the time. I still have the occasional panic attack about how I've kept up with my peers, but then I think of all that I've experienced in homeschooling.

Never have I taken my education lightly, yet I live a very unstructured life. The only things that are set in stone, that I must do, are taking care of my animals. We have thirteen cats and three dogs, so caring for them takes quite a bit of time.

I don't hate math, and I can even do algebra (though it's still a little confusing) — and I put off doing math for over a year. Maybe I'm learning it now because in fifth grade (I attended a private school at that time) my father introduced algebra to me, or maybe I'm learning it because I want to learn it so that I can attend college. I believe I did the right thing for myself by putting it off for a year. If my mom or dad had pressured me into doing math at a time when I didn't want it, do you think I really would've absorbed much? Instead, they waited patiently for me to come to them. Now, I'm taking courses on CompuHigh, an on-line high school established by Clonlara School. Algebra is one of the courses I am taking. And even though I don't love algebra, I'm having a great time learning it.

Ian Boudreau wrote that he wouldn't be in ninth grade if his mom hadn't been there to make sure he was finishing his assignments. My mother hasn't done that. Instead, she let me do things I *wanted* to do, even if at first glance they had nothing to do with academics. I started a magazine when I was 13. Because of all the work I put into that magazine, I have completed six English credits for Clonlara. In addition, I started editing the newsletter for my theatre group, the Northwest Ohio area Libertarian Party newsletter, and a newsletter for young Libertarians. The work I do for the three newsletters I edit (and publish) also doubles as volunteer hours on Clonlara's record-keeping forms.

I'm hoping to graduate in June of this year and continue on to college. I have more credits from Clonlara than I thought I had, by just doing what comes naturally.

An Integrated Life

Gail Nagasako (HI) writes:

Three years ago [GWS #83] I wrote to you telling about my 8-year-old son's "marble curriculum," how he spent all his time playing marbles, searching for marbles in antique stores and in ancient dumps, making marbles out of clay, having me read articles to him about marbles, their history, how they are made, the values of various types and such. He even worked in an antique shop, sorting marbles by type and value. The gist of that letter was that this was a good example of how a passionate interest can be pursued, seemingly to the exclusion of all else, and will still end up with a well-rounded education. Now my son is almost 12 and I thought I'd write an update.

Now Thumper's passions are bodyboarding and rollerblading, two things my husband and I both enjoy. It's only partly in jest that I tell friends that Thumper is majoring in bodyboarding and rollerblading and that when people ask where he goes to school, he should answer with names of his favorite surf and skate spots.

A superficial look at our lives might lead one to conclude that we are just surf and skate bums. A closer look will reveal, however, that again a passion for one thing ends up providing a well-rounded education. Before I go into detail about this, though, I want to make one thing very clear right at the start. When I wrote the marbles article, I believed that it was the varied curriculum that justified the marble play that inspired it. I no longer feel that way. When I see my son's face as he speeds toward me, locked in the barrel of a glassy wave, or after he "nails" a new maneuver on the half-pipe, I need no further justification for what we are doing with our lives. When I see the kind of person he is, I have no worries about his future or about his education. The rich variety of learning that results when "all we do is surf and skate" is, to my view now, an unavoidable and enriching by-product of following our passions. There's a book titled *Do What You Love and Money Will Follow*, and I could write one myself titled *Do What You Love and Education Will Follow!*

So here's a day I happened to pick to describe, as typical a day as any other:

We watched and discussed a bit of the O.J. Simpson trial while we ate breakfast. This trial has been a real education in many fields for both of us. Then we called our surf contacts and the county weather report. They all said there were no waves, but we decided to check our favorite spot so we could confirm the accuracy of their reports. On the way over, I told him about an article I'd read in the paper the day before, which I eventually read to him, about the ancient Hawaiians who used to live in the valley adjacent to this surf spot. Several fatal incidents had occurred between the Hawaiians and a trading ship that had anchored offshore. We talked about the bias of the author of the article because she had described the Hawaiians' stealing of a boat and accidental killing of a ship's mate as a "bungled prank." There are ancient petroglyphs in that valley, to which we have hiked and

now plan to see again.

We arrived at our surf spot to find that the reports were indeed accurate. We were surprised to find the wind blowing quite strongly onshore because it had been blowing slightly onshore on the other side of the island, too. I knew and shared with Thumper the phenomenon of the land heating up, causing the air to rise, creating onshore winds. We talked more about how the weather and the waves are related. We do know of certain aspects of the weather that accompany surf, so without looking at the ocean, we can tell whether or not there is surf somewhere on the island. Now we are working on a (secret) theory to predict the direction of the surf. Remember, this is not a "Weather Unit" we're doing. We need to get accurate predictions of the surf because our favorite spot is a 40-minute drive away.

On the way back home we noticed some whales, so we pulled off at a lookout and watched through our binoculars for a while. Whales come to Maui each winter to bear and raise their young and then head back to Alaska. We've learned quite a lot about whales and how they affected ancient Hawaii and about the issues that are still being debated. We've also learned some interesting trivia – like the fact that an adult whale's tongue weighs 4,000 pounds!

Resuming the drive, I asked Thumper's opinion about an incident during his last hockey game. The parents of the boy involved didn't want anything said about this to the league management or to the coach. I was outraged by the incident and I felt the league president should know and that he should make the call as to what to do about it. We had discussed the matter the evening before, covering issues of respect for the family's wishes versus loyalty to the president, what to say, if anything, and who should say it, but hadn't come to any conclusion. Thumper's suggestion was that he felt we should tell the president the whole story, including the fact that the parents didn't want us to tell, but that we should not share with him our *feelings* about the matter. This struck me as incredibly wise advice and we did exactly that, with a very good outcome for everyone.

After getting home, we did our chores. One of his chores is to take care of the recyclables, taking them out to the garage and putting them in their respective bins and putting them curbside once a month to be picked up. I'm sure I need not elaborate on the knowledge Thumper has acquired connected with this.

We then had lunch. As always, it was wholesome, and that's another body of knowledge Thumper has acquired and applies in his daily life.

We watched the first half of the Michigan basketball game on TV. We're big Michigan fans and had been able to see the team play in a tournament here last October – during school hours. Thumper got the autographs of the entire team, and met the coaching staff and their wives and also got the autographs of the infamous Indiana coach, Bobbie Knight, and even of Magic Johnson, who was watching the games. My dad always wanted to be a coach and sports writer; who knows how knowledge of sports will serve Thumper.

We set up the VCR to tape the second half of the game and Thumper and I headed to the skate park. Last August, we had seen a demonstration by a roller-blading team called "Team 540" and had been awed by their skills and stunts. Thumper set himself a goal to be able to do stunts and to eventually be on a team. Since then, we have gone to the skate park often and he has worked very hard at his sport there in the street. As a result, he was recently invited to be a member of a street skate team of high schoolers called the Aeros. He also excels at the skate park on the ramps and he and another high schooler are forming a team there.

In seeking skating excellence, Thumper has acquired another entire body of knowledge. He is an expert on the size of the many varieties of wheels (measured in millimeters), their hardness, and the surfaces for which they are designed. He knows skate styles so well that when we drive by skaters, often with just a glance, he can tell what skates each was wearing. Hockey equipment and safety equipment are likewise subjects he knows in great detail through personal experience and through studying local stores and mail-order catalogs. We are known personally at all these stores for our many, many questions, not to mention the money Thumper has spent (which he's earned). He is routinely being asked about his gear and where to get it. Another field that gets covered here is math: quarter- and half-pipes, vertical ramps, air spins of 180, 360, 540, and 720 are all math concepts that he knows through personal experience. Then, too, one must make constant judgments of momentum, based on speed, weight, and height when jumping obstacles such as stairs, where the consequence of being wrong is not simply a lower grade on a test, but a very real risk of bodily injury. We also figured in the factors of momentum when deciding whether he should get knee pads with one-inch padding or the heavier 1 1/2-inch pads.

Further, Thumper knows who all the top skaters in the US are, where they live and what kind of gear they use. He also knows similar information

Cambridge Academy

Your bridge to success

Cambridge Academy is the bridge between creative home education and the demands of today's structured world. Academics and electives prepare students for college, further vocational training, and the workplace.

Discover the Cambridge approach to homeschooling, where students can choose to complete any study, activity, or project at home and earn elective credit. Our staff will help students develop and implement their own learning plan. Experience personalized service that's second to none.

- grades 6-12
- accredited diploma
- grading/record keeping
- toll-free tutoring

Call 1-800-252-3777 for your free video and catalog!

1111 S.W. 17 STREET, OCALA, FL 34474

about the top bodyboarders in the world. We met most of them at the Rusty Pro Preliminaries a couple of months ago, again, during school hours. He knows much about many famous surf spots and has bodyboarded some of them himself.

Incidentally, a couple of months ago Thumper entered a bodyboarding contest in the novice division, all ages. He made the finals, where he competed with boys 14 years old and a 22-year-old man, all of whom were a great deal bigger than he. In 6-8 foot surf, he had the highest points per wave, but took a very close third because he had one less wave than the top two. He has considered a career as a professional bodyboarder, though he has decided to drop contests for now as they take the fun out of the sport for him.

Now, the point of this is not to brag about his skating and bodyboarding, but to highlight that when a child is free to choose what he does with his life and time, he can find those things which inspire him to work hard, to overcome frustrations and plateaus, and to acquire the knowledge and skills needed to succeed. I know that Thumper has the ability to set a goal and to do whatever is necessary to achieve it. Whatever subjects he decides he wants or needs to learn in the future, I have absolutely no doubt that he'll succeed at those, too.

So, back to the skatepark. We spent an hour there skating and socializing and then my husband showed up, as planned. We headed over to the tennis courts of Maui High School to play hockey, as we have often done. This time, however, the security guard told us someone had broken his arm there and was now suing and so they weren't letting anyone skate there any more. We got back in the car and headed back to the skate park, discussing on the way the problems of civil suits and personal responsibility, and how the Republicans promised reform of this area now that they were in power. Naturally, other events have prompted discussions of national and international politics, too.

When we got to the skate park, it had started raining so we came home. Thumper set to work changing the wheels on his skates and taking off his grind plates as he had hockey the next day.

After dinner, he helped clear the table and then he read to me, something he enjoys doing very much. When we went to bed, I read to him.

There it is – just a typical day of checking the surf and going skating, with a little history, geography, math, science, ethics, law, reading, and political science and current events happening along the way, *none* of it planned. I've concluded that learning facts takes care of itself when we can choose our pursuits. Our interests have resulted in our exploring our unique place in the universe: we've hiked deep in our jungle valleys, swum under glistening waterfalls; we've been at the top of our mountains and down into volcanic craters; we've skated parks and sidewalks, schools and historical spots; we've spent whole days bodyboarding, one day seeing a pod of whales swimmiing closer to us than we were to the shore. We've observed the tides, the phases of the moon, the winds, the clouds, and the moods of the sea. We've been on hundreds of field trips and have indulged in art exhibits, theater, movies, and computer games. We've made an abundance of gifts and have done many science projects. We've done volunteer work and have visited the elderly. We've read what interested us and spent our time on activities that matter to us, accompanied by the people we care about the most. We've done work that we saw the need for and we've helped each other in countless ways both big and small. I feel that in pursuing our unique interests, we are acquiring knowledge that goes way beyond facts, wisdom that cannot be quantified.

Every individual in this huge diverse world of ours has his own niche, the place where he fits, belongs, where he feels inspired and cherished. When he is free to discover and explore his, as we have been ours, his roots will go deep and his life cannot help but flourish. ◆

Pinewood School Brings Home Education to You

(303) 670-8180

Olivia C. Loria Director

PINEWOOD SCHOOL

112 Road D Pine Colorado 80470

Serving Home Educators Since 1981

Enhance Curriculum with Award Winning STORYTELLING by Jim Weiss

14 National Awards

- **Sherlock Holmes for Children** *(cs/cd)*
- **Arabian Nights** *(cs)*
- **Good Night:** Acclaimed *Off-to-Sleep* Tape *(cs)*
- **Tales From Cultures Far and Near** *(cs)*
- **She and He: Adventures in Mythology** *(cs)*
- **Three Musketeers / Robin Hood** *(cs)*
- **Greek Myths** *(cs/cd)*
- **Tales from the Old Testament** *(cs)*
- **King Arthur and His Knights** *(cs/cd)*
- **Fairytale Favorites in Story & Song** *(cs)*
- **RipVanWinkle/Gulliver's Travels** *(cs)*
- **Animal Tales** *(cs)*
- **Mystery! Mystery! for Children** *(cs)*
- **The Jungle Book** *(cs/cd)*

"Storytelling in its best incarnation." Home Education Magazine

"Enthralling adaptations...remarkable voice changes" ALA Notable Committee

"Weiss is a gifted storyteller..." ALA Best of the Best for Children

"A great way to lead young listeners to the fiction shelves." Booklist

"Weiss' voice is liquid gold." CNN TV

Greathall Productions
P. O. Box 813
Benicia, Ca 94510

BEST COPY AVAILABLE

Two Worlds:
How Working in Schools Gives a Homeschooling Mother Confidence

Alison McKee (WI) writes:

My life has been lived in two worlds: the world of school and the world of homeschooling. Since Christian became school aged twelve years ago, I've spent the majority of my time in homeschooling circles. Periodically, though, I have also worked as a teacher of visually-impaired children in both private and public schools. As I've moved between the worlds of homeschool and traditional school, I've found much in the world of school that can be useful in putting to rest doubts I might have about homeschooling. I know this sounds crazy, so let me explain myself.

What do homeschoolers worry most about? Curriculum, structure, and socialization seem to be issues at the top of most people's lists. By the end of my first year of homeschooling, I found myself comparing what Christian had done in his first year at home to the curriculum content I knew was available to 5 and 6 year olds in school. What I discovered shed light on my worries. As I thought about the content of kindergarten curriculum, I realized that Christian's experiences at home had quite naturally paralleled standardized curriculum. When our next child, Georgina, was 5 and 6, this pattern seemed to hold true for her as well. She, like Christian, demonstrated an interest in learning more about words and letters (reading readiness) and about animals (the typical route to introducing family life into school curriculum), being involved with groups of children in swimming, gymnastics, and soccer (physical education and socialization), and doing lots of imaginative play (recess and free time).

Both of our children's interests paralleled school's curriculum for about two years. By the time they reached the age of 7 or 8, though, they were both well on their way to developing unique interests unparalleled by any school curriculum. Ironically, such self-directedness caused me worry. As doubts set in, I started thinking I had better do something. Naturally, the first thing I did was to think about schools and what they offer children of this age. The most significant thing was that schooled children were being required to take more courses and the courses which they were being required to take were more specialized. By the time children reach the age of 7 or 8, schools label and teach as separate subjects such things as science, social studies, and language arts. As I reflected on that and looked back into my own living room, I found that a similar pattern existed there. Our children had quite naturally expanded upon what they found fascinating and were exploring those subjects in more depth. Just as schools had begun to focus the studies of their students on the science, social studies, and language arts, so were our children doing greater focusing. The difference was that our children's interests were not always reflected in the content of any particular grade-level curriculum. A new thought surfaced: could it be that schools were an unconscious imitation of the real life that they were deliberately stealing from children? I was beginning to think so.

Over the years, most of my concerns about curriculum faded into oblivion. (I say *most* because it took me a long time before I felt completely at ease with what my children chose to do with their lives.) As issues of curriculum died, so too did my concerns about structure. I remember, though, that it was in considering the school model that I found the reassurance to let go of these concerns.

I'd had much experience in many different classrooms and in many different schools over the years. Each school and each classroom had its unique structure. One teacher might be at home in a room filled with boxes of books strewn all around, student desks facing every which way, children chatting while working on assignments, student projects crammed into every nook and cranny, and every ounce of counter-top space piled high with a disarray of papers, workbooks, art supplies and science projects. In this particular room, the teacher created a wonderful science curriculum while not doing such a fine job with other subject matter. In the next room, I was apt to find a classroom where each book had its specific place, student desks faced front and were in neat rows, children dared not utter a peep as they worked, student projects were neatly placed on the appropriate counter top, art supplies were in the appropriate cupboard, and student papers were all in their appropriate in-box for grading. In this room, the teacher was gifted when she taught literature but failed quite miserably as a math and science teacher. When I realized that these differences existed in every classroom, I breathed a sigh of relief, and thought once again about my idea that schools seem to be trying to imitate real life.

My concerns about socialization were rather short-lived. Our children were always in contact with the neighborhood children, and as far as I could tell they had no difficulty finding friends to play with. Soon after we moved to Madison, both children found more friends than we could have imagined. Georgina was known to toddle down the halls of our apartment building knocking on the doors of her favorite babysitter or some other friend in search of a playmate, while Christian was always bringing friends in to play. It wasn't long before our children's special inter-

ests led them to develop friendships beyond the immediate neighborhood. That schools were the best socializers of children was a myth in which I could not believe.

Recently, our family went through one of our difficult transitional periods. Christian had taken two German classes at the university, and now classes had come to an end and he was plotting what he wanted to do after the holiday season. He had quite a few ideas floating around in his head, but each idea needed a bit of research and planning to carry out. Each day I talked to him about his plans and soon he felt as though I was nagging him (I probably *was* nagging!). I'd been down this road with him more than once, and as uncomfortable as I was with his seeming unwillingness to get things planned and ready to roll, I knew I had to lay off. In no time at all, I was thinking about the schools again.

Once more, I was struck by the thought that schools are unconsciously imitating the life that my children so naturally lead here at home. What happens at school when curriculum is planned and adopted? Teachers, school boards, and state departments of public instruction hold meetings. The meetings can be heated discussions, but in those meetings everything is planned and plotted. Once all of the planning is complete, children simply sit down at the assigned desk and learn what they are required to learn.

As I played with this metaphor, I realized that much of the tussling that my husband David and I go through with our children as they plan their activities directly parallels the teacher, school board, and state department meetings that are held. Again, it seemed as though the school model was an unconscious parallel of the situations our family lives each day. But our children have no administrators deciding their curriculum, nor its pace or direction. Instead, they are the ones who chair the curriculum planning meetings. Sometimes the meetings are less pleasant than at other times (especially when their timelines must conform to the needs of traditional school schedules), but in the end the results are the same – curriculum is established. Our planning sessions with Christian yield times for him to work at the radio station where he volunteers, time to teach German, to study French, to sing in two choirs, to tie flies for his fledgling business, to organize the fly tiers for a regional conference. With Georgina the planning sessions yield a totally different curriculum: swimming and assisting with preschool swim lessons, singing in the local choir, working at the pet store two days a week, studying French, learning some math (a parental request), and building a bunny hutch. Although I don't like the stress that the times of planning bring into our life, I can rest assured that they are a natural and necessary part of unschooling life just as teacher, school board, and state department meetings are a necessary part of institutional life. We live our life writing curriculum, finding teachers, and pursuing courses that I would never trade for prewritten and prescheduled curriculum or predetermined teachers that the schools offer. Yet thinking about those offerings is just what leads me to find so much comfort in what we do as an unschooling family.

In the future, I will probably return, once again, to the school model to bolster my confidence in letting go to the natural rhythms of life that my children live. Even though I don't believe in the schools' methods, I am always amazed by how they help me free myself to let go to our children's natural sense of learning. ◆

116

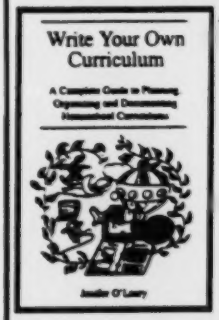
Is GWS in your library? Consider donating a subscription, or asking the librarian to subscribe.

Educate with Ease

1.800.634.7738
for a free catalogue ARISTOPLAY
GAMES FOR FUN AND LEARNING

Write Your Own Curriculum

A Complete Guide to Planning, Organizing and Documenting Homeschool Curriculums


Write Your Own Curriculum
A Complete Guide to Planning, Organizing and Documenting Homeschool Curriculums
Jackie O'Leary

Realistic and inspiring, this simple, straight forward approach to curriculum planning is based on student interests, learning strengths and legal requirements.

$12.95 + $2.00
S & H to:
Whole Life Publishing
P.O. Box 936 G
Stevens Point, WI 54481
Visa & MasterCard
Phone 715-345-1795

HANDS-ON PRESS

At Hands-On Press, we believe that the best learning is done hands-on. It's been proven again and again. That's why we specialize in independent learning guides full of activities to excite young people.

We also know that students are individuals, and will have differences in areas of interest. Our self-directed guides provide them with room to run in areas they find most interesting, and plenty of suggestions to enable them to go a little deeper.

Please call or write to us for more information. At Hands-On Press, we're putting the fun back in learning!

2601 ZEPHYR Dept G
COLO SPRINGS CO 80920
(719) 593-1816

Resources & Recommendations

Children's Gardening Supplies

[SS:] Over the years readers have asked us if we knew where to get child-size tools. We list some sources on our Learning Materials List, and recently we learned of another. The Gardens for Growing People catalog sells wheelbarrows, hand tools, gloves, aprons, seed collections, and several activity books and kits. The philosophy behind the catalog sounds appealing to GWS readers: "Children always want the same things adults have," says the introduction, "and this is true for garden tools as well. Plastic toy gardening tools break or are discarded in favor of real tools, but adult tools don't work well for children either. We feature only real, child-sized gardening supplies." Gardens for Growing People, PO Box 630, Pt Reyes CA 94956.

camp common ground
UNCOMMON FUN
for Grownups & Kids
A Cooperative Camp on Lake Champlain, Vermont.
Massage, Yoga, Tai Chi, Arts & Crafts, Music, Dance, Theater, Sports, Canoeing, Sailing, Healthy Food and More
Two one-week sessions
August 13 to 26
1-800-430 COOP

Recorded Books

Gayle Young (AK) writes:

Recorded Books, Inc. has unabridged books – novels, classics, history, science, and children's literature – on cassette tape. We can afford one taped book each month and we especially enjoy listening at meal times. Recently we all enjoyed a non-fiction account of a Cambodian family during the time of the Khmer Rouge in the mid-1970s. Never could I have understood that political situation in any other way. All the children were spellbound. Recorded Books, Inc., 270 Skipjack Rd, Prince Frederick MD 20678; 1-800-638-1304.

Stencils of Maps and Stars

[SS:] We received information about stencils available from a company called Ursa Major. They have created giant stencils of USA and World maps and of the night sky. The sky stencil goes on a ceiling, making the room into a small planetarium, and the map stencils are to be used outdoors (the scale is 1 foot to 100 miles.) Yet another stencil creates a regulation basketball court on a driveway or play area.

It looks like these could provide some fun for homeschooling groups. Ursa Major, PO Box 3368, Ashland OR 97520; 1-800-999-3433.

Belgian Newsletter

Belgian homeschooler Laura Pouls has started a magazine for which young people can write about the environment, world news, travel, history, etc. It has articles in different languages with English translations. KIWI Magazine, PO Box 13, 10, rue du Postillon, 1180 Brussels, Belgium.

Additions to Directory

Here are the additions and changes that have come in since our last issue went to press. Our complete 1995 Directory was published in issue #102. Our Directory is *not* a list of all subscribers, but only of those *who ask to be listed*, so that other GWS readers, or other interested people, may get in touch with them. If you would like to be included, please send the entry form or a 3x5 card (one family per card). Please take care to include all the information - last name, full address, and so on. Tell us if you would rather have your phone number and town listed instead of your mailing address (we don't have space to list both).

If a Directory listing is followed by a **(H)**, the family is willing to host GWS travelers who make advance arrangements in writing.

If a name in a GWS story is followed by a state abbreviation in parentheses (e.g. "Jane Goldstein (MA) writes...") that person is in the Directory. If the name is followed by the entire state name (e.g. "Jane Goldstein of Massachusetts writes...") then that person is not in the Directory. We are happy to forward mail to those whose addresses are *not* in the Directory. If you want us to forward the letter without reading it, mark the *outside* of the envelope with writer's name/description and the issue number. If you want us to read the letter and then forward it, please enclose another stamped envelope.

When you send us an address change for a subscription, please remind us if you are in the Directory, so we can change it here, too.

Please remember that we can't control how the Directory is used; if you receive unwanted mail as a result of being listed, just toss it out or recycle it.

AK — Shana CRONDAHL, 527 Nelson St, Juneau 99801

CA, North (zips 94000 & up) — Andrea MARTINEZ & Al REAGAN (Terry/83, Donny/84) 320 Marie Av, Manteca 95336 ••• Diane PAGET & Bill SEEKINS (Jade/78, Laurel/80, Charlie/84) PO Box 223, Philo 95466 **(H)** ••• Tane TACHYON & Jon SHEMITZ (Sam/88, Arthur/94) 139 Heath St, Santa Cruz 95060 (change)

CA, South (zips to 94000) — Lynn BROWN (Chris/85) 4507 30th St #87, San Diego 92116 (H) ••• Tiza & Skip GARRETT (Jackson/88, Jasmine/90, Jordan/92) 552 S San Clemente St, Ventura 93001 ••• Walter & Kathleen HILL (Rebecca/88, Louise Rose/90, James/92) 7586 N Bond Av, Fresno 93720 ••• Coddy NUCKOLS & Mary SHANNON (Max/85, Sam/88) 11305 Blue Sage Dr, Kagel Canyon 91342 **(H)**

CT — Glenn & Amy STEVENS (Corey/89, Molly/92) 30 Duane Rd, Hamden 06514 **(H)**

FL — Thomas & Robyn MAESEKENTHIN (Matthew/87, Michael/91) 2608 Vaughn Av, Deltona 32725 ••• David & Kellye McMULLEN (Abalyn/91, Talis/93, Cole/95) 1020 James St, Key West 33040

GA — Judy & Gary ALBRIGHT (Logan/82, Audrey/84) 1837 Tree Top Ct, Marietta 30062 (change)

ID — Patty & Tom GORMAN (Jill/82, Holly/85) 4412 E Split Rock Rd, Hayden Lake 83835 **(H)**

IL — Vicki & Phil GERVAIS (Nicholas/85) 2322 N Newland, Chicago 60635 (change) **(H)** ••• John & Susan GIBSON (Elizabeth/90, Rhiannon/94) 536 Creekwood Ct, Apt C, Westmont 60559 ••• Ilana & Ezra GOLDMAN (Yaron/75, Gideon/84, Abigail/87, Rebbeca/91) 1720 Shagbark Ct, Naperville 60565

IN — Tom & Marian BEVER (Mark/78, David/81) 10903 Pleasantview Dr, Carmel 46033 **(H)** ••• Weston & Cindy GADDIS (Eric/87, Abigale/89, Eli/91, Adam/92, Alexander/94) 928 Turnberry Dr, Richmond 40475 **(H)**

LA — Lateefah Imani Ahmad POLK (Shahidah/82, Kaleemah/84) PO Box 71576, New Orleans 70172-1576 (change)

ME — Mary Ann HALE & Dick HANELIUS (Jessica/84) PO Box 6, Bass Harbor 04653 **(H)** ••• Debuse ROHDIN & Scott SMITHNER (Chaya/80, Sheleia/81, Lucas/83, Colleen/84, Jolana/88) RD 1 Box 4390 Wilson Rd, W Pittsfield 04967 ••• Kathy & Doug VANGORDER (Jake/87, Thomas/89, Bethany/92) Box 189 A Richtown Rd, W Tremont 04690 **(H)**

MD — Jeanne DEIGNAN-KOSMIDES & George KOSMIDES (Ariana/84, Justinian/87) 19 Sunday Ct, Reisterstown 21136 **(H)**,

MA — David & Heather EUSDEN (Tyler/83, Alison/84) 6 Cedar St, Hingham 02043 ••• Sheree GREENWOOD & Jerry STILES (Marshall/84) PO Box 97, W Brookfield 01585 (H) ••• Kathy & Brian HUCKINS (Andrew/84, Galen/86) 67 Cedar Hill Rd, Northboro 01532

MI — Sandra & Scott BROWN (Emily/91, Molly & Betsy/94) 804 Leroy, Ferndale 48220 ••• Jean & Donna DUGAY (Simone/74, Jubilee/78, Pascalle/81, Jean-Pierre/86) French Kid Stuff, 21114 Huntington Blvd, Harper Woods 48225 ••• Blythe PELHAM & Steve BUSH (Kellin/88, Catyana/90, Khymba/93) 125 E Lincoln, Negaunee 49866 (change)

MN — Ann & Bob GREGORY-BJORKLUND (Willie/86) 205 Railway St S, Dundas 55019-4014 (change) **(H)** ••• Phil & Brenda GROVE (Colin/89, Molly/93) 3712 37 Av S, Minneapolis 55406 **(H)**

NH — Sonia GERMAN (Sonya Miriam/78, Bill/80) 163 Kinsman Ridge Rd, Easton 03580

NJ — Philip & Eileen COYLE (Bridget/87, Sean/89, Maura/93) 824 Stokes Av, Collingswood 08108 **(H)**

NY — Catherine CORAY & Joseph DALY (Harper/88) 164 E 7 St, New York 10009 ••• Michael & Cindy FREEBERN (Shawn/77, Ryan/80, Kelly Jean/83, Patrick/90) RD 1 Box 232A, Hudson Falls 12839 **(H)** ••• Karen & Charles KREMER (Colin/87, Kaitlyn/90) RR 1 Box 21, Cherry Valley 13320 **(H)** ••• Veronique LaLIBERTE (Lana/79, Lainey/81) 6 Hoags Corners Rd, E Nassau 12062 **(H)** ••• Peggy & Stuart SCHOENER (Mary/87, Ruthie/90, Sophie/91, Sadie/92) 87 S Coolidge Av, Amityville 11701 ••• Amy WILLAWER-OBERMAYER & Joe OBERMAYER (Anna/86, Margaret/88, Gabriel/92) 434 Trim St, Kirkwood 13795

NC — John & Carol WELCH (Sarah/88, Joshua/90) 109 Elizabeth Av SE, Hickory 28602 **(H)**

OH — Wendy FRAKER (Eric/82, Nick/85) 930 Brinton, Toledo 43612-2412 **(H)** ••• Mark & Linda KIRBY (Lily Rose/88) 151 E 238, Euclid 44123 ••• Kim THOMPSON & Tim STANFORTH (Benjamin/87, Erin/91) 4247 Gordon St, Cincinnati 45223 **(H)**

PA — Clarence & Charlotte FREED (Bart/78, Natali/79) 2402 Brunner Rd, Emmaus 13049 **(H)** ••• Jim HASSETT & Linda KELLY-HASSETT (Erin/88) 1119 Talleyrand Rd, W Chester 19382-7416

TN — Lorie & Paul HOFFMAN (Lucas/81, Kaitlyn/84, Maxx/90) 1855 Coon Hunt Rd, Baxter 38544

TX — Sue & Ken HJELM (Tom/80, Kevin/85) 4705 Weyhill Dr, Arlington 76013

UT — Tricia & George SAGEN (Amberley/89, Alexis/91, George/93, Holton/95) 1002 E Grove Dr, Pleasant Grove 84062 (change)

WA — Joy & Martin OVERSTREET (Wylie/83) 15518 NW 23 Ct, Vancouver 98685 **(H)**

WV — Barbara WALKER & Steven ROOF (Ben/84, Tegan/90, Jordan/94) Marion Cty Home Education Organization RR 6 Box 336, Fairmont 26554 (change) **(H)**

WI — Glenny WHITCOMB & Jerry FRANZEN (Julian/88, Miles/91) N4469 Hwy 55, Chilton 53014 **(H)**

Canada —

Alta — Kathy & Bob ROLLHEISER (Kris/78, Lisa/80, Bret/84) 10111 105 Av, Peace River T8S 1K8

Ont — Jacqueline PEETERS (Yann/87, Luc/89, Sean/91) 66 Sellers Av, Toronto M6E 3T6 ••• Paul & Riada ROCH (Colin/77, Nicholas/79, Christopher/82) 22 Meadowbank Dr, Nepean K2G 0N9 (change) **(H)**

NS — David & Mavis COBB (Philip/79, Faron/81, Regan/83, Jesse/86, Emily/91, Dickon/94) Box 144, W Roxton S0A 4S0 **(H)**

Other Locations — Rick & Sherri COOK (Nikki/86, Heather/88) HQ USEUCOM, Unit 30400, Box 1188, APO AE 09128 (Stuttgart, **Germany**) ••• Jennifer KIRVAN (Kira/84) 30 Green St, California Gully, Bendigo 3556 Victoria, **Australia (H)**

Groups to add to the Directory of Organizations:

AK — Sitka Home Educators Assoc, PO Box 1826, Sitka AK 99835; 907-747-1483

CA — Los Angeles Homeschoolers, 12810 Rubens Av, Los Angeles 90066; 310-821-9076

NY — Oasis-Oneonta Area Sharing in Schooling, c/o Abajian-Hulick, PO Box 48, Gilbertsville 13776

PA — People Always Learning Something (PALS), 4645 Cook Av, Pittsburgh 15236; 412-885-0132

Address Changes:

CA — Homeschool Assoc of California, PO Box 2442, Atascadero CA 93423-2442; 805-462-0726

NJ — Families Learning Together, 908-699-1546 (new phone number)

VA — Blue Ridge Area Network for Congenial Homes (BRANCH), c/o Birdwell, 3131 Hamm Rd, Barboursville 22923; 703-832-2018 ••• Richmond Ed'l Alternatives for Children at Home, c/o Hartley, 3019 Putney Rd, Richmond 23228

WV — Marion Cty Home Education Organization RR 6 Box 336, Fairmont 26554

Helpful Teachers: Dina COTE, 23 Willard St #3, Cambridge MA 02138; 617-491-1117 (humanities, social science, science) ••• Carolyn & Jeff KISLOSKI, 290 Lackawanna Av, Oswego NY 13827; 607-687-7069 (elem.; earth science) ••• Elizabeth LOWER, 4875 Potomac Dr, Fairville OH 45014 (Montessori) ••• Judy Van ACKER, PO Box 318, Penrose CO 81240

Resource People:

Twins: Sandra & Scott Brown, 804 Leroy, Ferndale MI 48220 (continuum parents of twins)

Pen-Pals

Children wanting pen-pals should write to those listed. Please try to write to someone on the list before listing yourself, and remember to put your address on your letter. To be listed here, send name, age, address, and 1-3 words on interests. ••• Alandria TURNER (15) Rt 3 Box 1502, Callahan FL 32011; horseback riding, the beach, babies ••• RETCHKO, 1450 Hessie Ln, Sugar Hill GA 30518: Jesse (14) music, outdoors, basketball; Mary (12) outdoors, computers, basketball; Jed (7) bikes, basketball, music ••• Lauren DAVIS (9) 118 Elm St, Stoughton MA; reading, acting, animals ••• Marissa SAGE (13) 486 South N St, Livermore CA 94550-4356; music, art, vegetarian living ••• Micaella KINZLI (8) 2466 Whitehall Cir, Winter Park FL 32792; gymnastics, reading, art ••• Lucas SMITHER (12) RD 2 Box 4390, Pittsfield ME 04967; soccer, photography, animals ••• Sarah CODISPOTI (16) 6412-142nd Av NE, Lake Stevens WA 98258; drawing, outdoors, guitar ••• Alexandra MILIOTIS (9) 14 Thresher Rd., Andover MA 01810-3336; soccer, basketball, drawing ••• WAMBAUGH, 15754 Del Mar Wy, Penn Valley CA 95946: Jordan (13) computers, girls, music; Ariel (10) horses, crafts, history; Chelsea (5) horses, puppies; Hillary (5) horses, puppies ••• TIPTON, 3895 Ugstad Rd, Hermantown MN 55810: Alisha (14) horses, flower gardening, fishing; Mariesa (11) collecting, reading, drawing ••• Lauren BABINEAU (4) 1142 Mill

(cont. next page)

ENTRY FORM FOR DIRECTORY

Use this form to send us a new entry or a substantial address change to be run in the next available issue of GWS.

Adults (first *and* last names):

Organization (only if address is same as family):

Children (names/birthyears):

Full address (Street, City, State, Zip):

Are you willing to host traveling GWS readers who make advance arrangements in writing? Yes ___ No ___

Are you in the 1995 Directory (GWS #102) Yes ___ No ___
Or in the additions in a subsequent issue? Yes ___ No ___

Park Dr. Extd., Charlottesville VA 22901; ballet, gymnastics, reading ••• KANZENBACH, 817 Doty St., Green Bay WI 54301: Kristen (12) cats, music, writing; Erin (10) horses, nature, art; Carrie (7) dogs, dolls, reading ••• Joy MONTICINO (5) 2707 Gearing Dr, San Diego CA 92110; dancing, biking, hopscotch ••• Greta HEILMAN (12) RR1 box 2134, Brant Lake NY 12815; dancing, outdoors, animals ••• Jamilah MCLAUGHLIN (13) 3576 Mosquito Lk Rd, Deming WA 98244; music, swimming, ice skating ••• Shannon DAVIS (10) PO Box 794, Jasper AL 35502; reading about horses, traveling, art ••• Heather WITKES (13) 235 Collegiate Drive, Johnstown PA 15904; ballet, writing, soccer ••• Rhianna KING (5) 7 Stour Court, Braintree, Essex, CM7 6XG, England; reading, drawing, animals ••• TROTTER, 2400 Meadow Dr, Redwood Valley CA 95470: Amber (11) soccer, reading, goats; Evan (7) Aikido, sports, swimming

Subscriptions & Renewals

Subscriptions start with the next issue published. Our current rates are $25 for 6 issues, $45 for 12 issues, $60 for 18 issues. GWS is published every other month. A single issue costs $6.

Rates for **Canadian** subscribers: $28/yr. **Outside of North America**: $40/yr airmail, $28/yr surface mail (allow 2-3 months). Subscribers in U.S. territories pay U.S. rates.

Foreign payments must be either money orders in US funds or checks drawn on US banks. We can't afford to accept personal checks from Canadian accounts, even if they have "US funds" written on them. We suggest that foreign subscribers use MasterCard or Visa if possible.

Address Changes: If you're moving, let us know your new address as soon as possible. Please enclose a recent label (or copy of one). Issues missed because of a change of address (that we weren't notified about) may be replaced for $2 each. The post office destroys your missed issues and charges us a notification fee, so we can't afford to replace them without charge.

Renewals: At the bottom of the next page is a form you can use to renew your subscription. Please help us by renewing early.

How can you tell when your subscription expires? Look at this sample label:

A12345 123456 08/01/95
JIM AND MARY SMITH
16 MAIN ST
PLAINVILLE NY 01111

The number that is underlined in the example tells the date of the final issue for the subscription. The Smiths' sub expires with our 8/1/95 issue (#106, the next issue). But if we were to receive their renewal before the end of the previous month (7/31), they would qualify for the free bonus issue.

Reward for bringing in new subscribers: If you convince someone to become a new subscriber - to take out a subscription at $25 a year - you will receive a $5 credit which you can apply to any John Holt's Book and Music Store order or to your own subscription renewal. Check the box under your mailing label to indicate that you are the one who brought in this new subscriber, and then clip or copy the form and have your friend fill it out and enclose the $25 payment. We will process your friend's subscription and send you the $5 credit. **This offer does not apply to gift subscriptions or renewals.**

Writing to GWS

Please put separate items of business (book orders, directory entries, letters to GWS, etc.) on separate pieces of paper and put your name and address at the top of each letter.

How to write letters for publication in GWS:

1. Handwrite, type, or dictate your thoughts and send them in on paper, on a cassette tape, or on a 3.5" disc that can be read by a Macintosh (send the hard copy too).

2. There is no #2! We have no formal submission procedures, so rule #1 is all you need. Do tell us whether it's OK to use your name with the story (it's fine to be anonymous instead) and do bear in mind that we edit letters for space and clarity and that we often have much more great stuff than room to print it in a given issue, so it can take a while before something gets in.

The best way to get a sense of what kind of writing gets published in GWS is to look through a few issues. In general, we prefer writing that is in the first- or third-person ("I did this" or "She did that") rather than in the instructional or proscriptive second-person ("You should do this..."). We like to hear about what people did or tried, what did or didn't work, what they've observed or concluded or wondered as a result. GWS stories focus on how children learn, particularly how they learn outside of school settings, and how adults learn, particularly how they tried something new, figured something out, or made their way without school credentials. We are always interested in stories about how homeschoolers meet and deal with common issues – negotiating with a school district, pursuing a particular interest, learning to trust oneself – to name just a few.

We're always interested in responses to writing that has been published in the past, and GWS is often an ongoing conversation among its readers. Because there isn't much time between the day you get an issue of the magazine and the day the next issue goes to press, responses can't always be run right away, but we do try.

Most of the time, readers don't need a special invitation to write to GWS; just follow rule #1, above. When we are planning to have a section of an issue focus on a specific topic or question, we write or call people ahead of time inviting them to write on that topic. The more we hear from you, the more likely we are to know what you might be able to write about and thus the more likely we are to think of you when a particular topic comes up. For our regular Focus section, we ask kids who have written in the past, kids who have said they would like to write, and – mostly! – kids chosen at random from the Directory and pen-pal listings. If you want to be asked to write for an upcoming Focus, drop us a card, or, better yet, write a GWS story about something else (your experiences, your thoughts in response to a previous Focus section, your thoughts in response to a letter anywhere else in the magazine ...).

We love hearing from readers *whether or not* we are able to publish the story, as all letters give us valuable information and food for thought.

Declassified Ads

Rates: 70¢/word, $1/word boldface. Please tell these folks you saw the ad in GWS.

FREE Science Magazine loaded with experiments. TOPS Ideas, 10970 S Mulino Rd, Canby OR 97013.

If your children like LEGOS they will love MORTENSEN MATH. Students are drawn to the blocks and while they have fun, they learn Arithmetic, Algebra, Problem Solving, Measurement, even Chemistry. Special prices for GWS readers for limited time. FREE CATALOG! Call TODAY 1-800-338-9939.

Home Education Magazine now has a forum on America Online! Keyword HEM. Published since 1984, HEM offers feature articles, ten regular columnists, news and information, and much more in every 68 page issue! Current issue $4.50, One year $20 (6 issues). Free 24 page books and publications catalog. Home Education Press, PO Box 1083, Tonasket, WA 98855-1083. 509-486-1351. E-mail HomeEdMag@aol.com.

Good Stuff: Learning Tools for All Ages is a 1994 Parents Choice Award Winner! This 386 page educational resources book, completely updated August 1994, is an outstanding value for homeschoolers. By HEM Resources Editor Rebecca Rupp. $16.75 postpaid from Home Education Press, PO Box 1083, Tonasket, WA 98855-1083. 509-486-1351. E-mail HomeEdMag@aol.com. Free 24 page books catalog.

High Quality Books up to 40% off. Give your children the "educational advantage" with award winning books from Dorling Kindersley (publisher of **EYEWITNESS BOOKS**). Exceptional business opportunity earning $200-$5,000 a month while building a superb library for your children. FREE CATALOG: 619-739-1990.

OFTEN OVERLOOKED AMERICANS/EVENTS. VRQ recounts their tales. Four issues $25. Write for free "Varieties" for details. Vintage Reading Quarterly, Box 126, Gilbertsville, NY 13776.

UBSORNE BOOKS: CONSULTANTS NEEDED! HOME SHOWS, BOOK FAIRS, DIRECT SALES. FREE BROCHURE: 800-705-7137.

GROW YOUR FAMILY NATURALLY with our extraordinary organic home-based income opportunity that can change your health and financial future. 24 hr. recorded message: 1-800-296-3687.

SAN FRANCISCO: Older homeschool female needs a place to stay while attending a 3-week opera training program. Call Marilyn collect 215-788-8215.

LATIN, self-study. Over 200,000 successful ARTES LATINAE students. Ages 9-older. Parents do NOT need to know Latin! Homeschool family. **1-800-520-0025.**

Free "Europe!" Geography Software Game. Used in homes and schools throughout the world. For information send e-mail to 73361.2733@compuserve.com

Looking for good family reading? Send two stamps for a listing of over 400 quality used children's, adult's, and educational books, including many classics; Once Upon a Time Family Books, PO Box 296, Manchester, IA 52057.

Secular, quarterly homeschooling newsletter. Send SASE plus $1 to Right At Home, PO Box 164, Huntington, VT 05462.

LEARNING DISABILITIES EXPERT planning 1996 caseload. Interviewing worldwide. Acceptees guaranteed success. Professor Harold Baer, Bantad, Boac, Marinduque 4900, Philippines.

OPEN TO NEW IDEAS? INNOVATIVE science system developed in a one-room school. Interested? HART-HAWKSMORE LEARNING, Box 1292, Ellensburg, WA 98926; 509-962-5519.

OLD-FASHIONED SUMMER FUN! Rulebook of children's games. *Hopscotch, Hangman, Hot Potato and Ha Ha Ha.* 250+ games & sports. Indoor, outdoor, party, travel, water, memory, card games. Quick-access format. For parents, babysitters, group leaders. $17.98 postpaid from Learning Alternatives, 2444 N St Albans, Roseville, MN 55113.

Enjoy family and career. Build an enjoyable home-based business by making a positive difference in people's lives. $500-$1500 per month part-time within six months. For free information package call 800-484-6426 code 4320 or 413-772-0617.

Book Reviews

Audiotapes:
Home Educating 9-12 Year Olds #3190 $6.00
Teen Panel #3188 $6.00
($3.50 s/h for one or both tapes)

These are tapes of sessions held at our GWS conference in May, 1994. Home Educating 9-12 Year Olds consists of talks by homeschooling mothers Wanda Rezac and Susan Ostberg and the question-and-answer period that followed. The tape fills what many cite as a gap between available information about homeschooling young children and about homeschooling teenagers.

Wanda and Susan present two distinct approaches to homeschooling. Wanda's approach could be described as unschooling, while Susan's family has a formal learning situation for about half a traditional school day. This difference is helpful to the discussion because one of the major points is that each family's pattern is unique, and your children's education, like other aspects of child-rearing, will reflect your own beliefs. These mothers have homeschooled nine children between them, which gives them a richness of experience from which they draw freely and humorously. In generously sharing their visions for their children's lives and the details of their struggles to trust their children's natural learning processes and individual timing, they give us two very different models to reflect on while figuring out what will work in our own families.

The medium of an audiotape is useful because you get the feeling of having been at the event. It is quite an advantage to hear the tone people use as they discuss the issues and to feel the seriousness of their commitment to the best learning experiences for their children.

The Teen Panel, moderated by Susannah Sheffer, includes three homeschooling teenagers who have homeschooled from two to eleven years. These are articulate, thoughtful, and candid young people. They have all had enough experience with schools to make solid comparisons between their learning styles and those of their schooled contemporaries.

The tape is interesting because of the strength and confidence evident in the teenagers' responses to the usual homeschooling issues – socialization, personal goals, how to learn science, the role of parents, etc. Most striking is their consistent clarity about their interest-directed learning, or even interest-directed life. Their own interests – and they each have many – determine how they spend their time. Parents are important and involved but respect their children enough to listen to their own choices for their lives.

This tape is useful in the same ways that the 9-12 Year Olds tape is, plus it is excellent for any family making the transition from school to homeschooling and for teenagers considering taking control of their own education. It would be great to play these tapes at a support group meeting or to listen to them individually and then discuss them in a group. – Maureen Carey

Subscribe now and get our **FREE**
1994 Directory of Homeschooling Families.
Growing Without Schooling (617) 864 - 3100

☐ YES! Send me a one year subscription (6 issues) to Growing Without Schooling and my FREE Directory of homeschooling families for *$25.00.

☐ Please bill me.
☐ My payment is enclosed. Place this card in envelope with:
Check or money order to GWS.
Visa or MasterCard #: _____
Expiration date: _____

Name _____
Address _____
City _____ State _____ Zip _____

*Please add $3.00 for Canadian and foreign surface mail orders, $15 for foreign air mail. (U.S. funds only, drawn on U.S. bank).

120

What children need is not new and better curricula but *access* to more and more of the real world; plenty of time and space to think over their experiences, and to use fantasy and play to make meaning out of them; and advice, road maps, guidebooks, to make it easier for them to get where they want to go (not where we think they ought to go), and to find out what they want to find out. Finding ways to do all this is not easy. The modern world is dangerous, confusing, not meant for children, not generally kind or welcoming to them. We have much to learn about how to make the world more accessible to them, and how to give them more freedom and competence in exploring it.

John Holt in *Teach Your Own*
(See our interview with David Schwartz, p. 24)

Growing Without Schooling
2269 Massachusetts Avenue
Cambridge MA 02140

SECOND CLASS
POSTAGE PAID

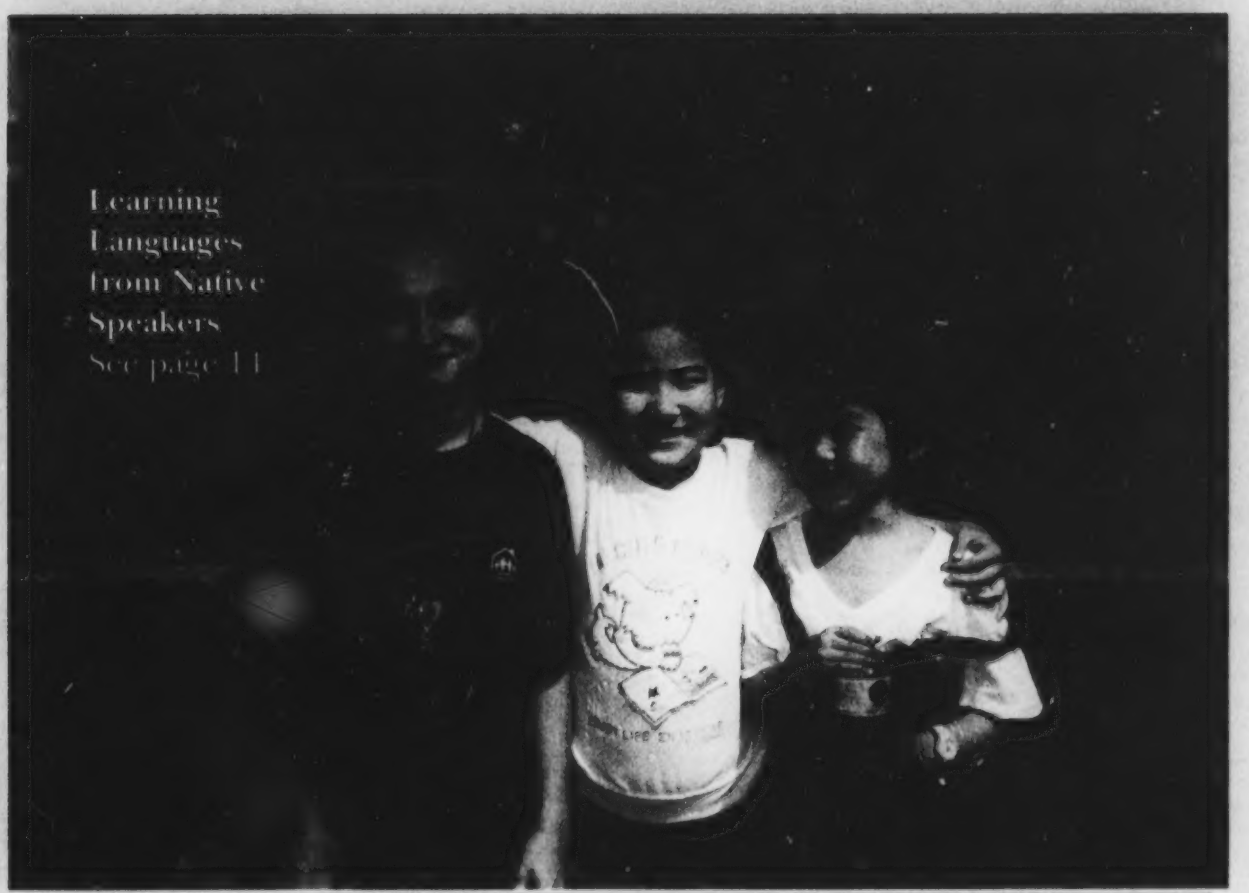
121

U.S. $6

Aug./Sept. 1995

GROWING WITHOUT SCHOOLING

Issue 106



Should We Stop Complying?

Myths about Unschooling

FOCUS: Learning from Mistakes

Families Learning Together

Off-Campus Colleges

PS 022270

Contents

News & Reports p. 3-6

The Challenge of Homeschooling in Japan, Cracking Down on Truants, Our Public Image

Should Homeschoolers Stop Complying with Regulations? p. 7-10

Readers respond to the question raised in our last issue

Families Learning Together p. 11-13

Mothers pursue their own work – with their children

Learning Languages from Native Speakers p. 14-18

Challenges & Concerns p. 19-22

Mother Lacks Enthusiasm, Difficult Times, A Teenager Begins to Enjoy Homeschooling

FOCUS: Learning from Mistakes p. 23-27

Watching Children Learn p. 28-31

How School Looks to a Homeschooled Volunteer, Siblings as Friends, Zoo Work, Opens Her Own Store

Off-Campus Colleges p. 32-33

Two Myths about Unschooling p. 34-36

Can a Christian be an Unschooler and Does Unschooling Mean Leaving Kids Alone?

Additions to Directory and Pen-Pals p. 37-38

Book Review p. 39

Issue #106
Aug./Sept. 1995

GWS

Founded in 1977
By John Holt

Editor - Susannah Sheffer • Publisher - Patrick Farenga • Contributing Editor - Donna Richoux • Bookkeeper & Editorial Assistant - Mary Maher • Office Manager - Day Farenga • Subscription Manager - Randi Kelly • Shipping Manager - Phil Cranshaw • Shipping Assistants - Annie Tummino & Jennifer Fitzsimmons-Gauger • Catalog Order Processor - Steve Cobb • Clerk, Book Review Coordinator - Maureen Carey • Computer Administrator - Ginger Fitzsimmons • Office Assistants - Mandy Maher, Sue Miller

Holt Associates Board of Directors:
Day Farenga, Patrick Farenga (Corporate President), Mary Maher, Manoj Padki, Susannah Sheffer
Advisors to the Board:
Tom Maher, Mary Van Doren, Nancy Wallace

GWS Illustrations by Emily Linn

Cover Photo is of Rachael Moran with Chinese Friends. See "Learning Languages," p. 14.

Growing Without Schooling #106, Vol. 19, No.31 ISSN #0475-5305. Published by Holt Associates, 2269 Mass. Ave., Cambridge MA 02140; 617-864-3100, fax 617-864-9235, email HoltGWS@aol.com. $25/yr. Date of issue: August 1, 1994. Second-class postage paid at Boston, MA and at additional mailing offices.
POSTMASTER: Send address changes to GWS, 2269 Mass. Ave, Cambridge, MA 02140
ADVERTISERS: Space reservation deadlines are the 1st of odd-numbered months. Copy deadlines are the 15th. Write for rates.

In this issue

In *How Children Fail* John Holt tells about observing a fourth-grade teacher conducting a math class. The children were reading aloud the answers from their math papers. At one point, after a child had read out a correct answer, another interrupted, "Well, I didn't get that answer. I got..."

John writes, "Before he could say any more, the teacher said, 'Now, Jimmy, I'm sure we don't want to hear any *wrong* answers.'" What a missed opportunity this was, John observes. The teacher could have learned something important about Johnny's thinking and about what led him to get the answer he did, but it doesn't seem to have occurred to her that a mistake could be worth discussing.

In *Child's Work*, Nancy Wallace describes a very different kind of math teacher: "My friend Dick Furnas ... told me once that in trying to understand why his students come up with certain answers, he always assumes, first, that their answers are correct. 'That is, I try to understand where my students are coming from,' he said, 'by discovering a context in which their answers *could* make sense.'"

As you can guess, we prefer the latter approach! Learning from mistakes is preferable to dismissing them. For this issue's Focus, we asked parents and kids to write about learning from mistakes, either mistakes made in homeschooling or mistakes made while trying to learn something. In both cases, the mistakes can certainly be frustrating; it's discouraging to get math problems wrong or to use a method of learning music that doesn't work well, as two of the kids described. It's frustrating to feel that you've spent time and money on a curriculum or materials that aren't useful and that create problems within the family, as both parents and kids described. To say that we can learn from mistakes is not to imply that we don't also sometimes feel regret for having made them in the first place; of course we feel that. But what, really, is the alternative? Is it possible to learn anything new without making mistakes along the way? Is it possible to homeschool – that is, to make choices about how the family will learn together – without making some choices that later seem ill-advised or inappropriate?

Of course it isn't. So instead we try to learn from mistakes, and to do that well, it's important to follow Dick Furnas's advice, to ask: what was the context in which those mistakes made sense – in other words, what were we thinking, how did we see things, what did we assume to be true, when we did what we did or gave the answer we gave? Dillon Wright-Fitzgerald, in this issue, is reflective enough to understand *why* she replaced many of her favorite activities with textbooks that seemed to her to be dull but necessary. She understands what she was thinking when she made that choice. Because of the flexibility of homeschooling, she and others like her can act on that understanding and make whatever changes seem necessary. — Susannah Sheffer

News & Reports

The Challenge of Homeschooling in Japan

In GWS #100 Pat Montgomery of the Clonlara Home Based Education Program told about Japanese school refusers and the growth of homeschooling in Japan. Now Leslie Barson, a homeschooler in London, writes:

My children, Louis (11) and Lily (5), and I went to Japan for a six-month trip in June 1994. My children have never been to school. We have very dear Japanese friends and we traveled extensively with them and stayed in people's homes that they arranged. We also stayed in Tokyo for two months in the house of a homeschooling friend's brother.

Before we left, I contacted any homeschoolers or alternative schools I could find addresses for in Japan. Through someone else I knew, I met Kyoko Aizawa in Tokyo. We quickly became good friends, as did her children and mine. Her ideas about homeschooling are similar to mine, but she faces many problems. She has monthly meetings with parents to talk about the difficulties. I talked at one of these meetings about projects happening in England. The response was overwhelming. Although they face enormous problems in Japan, the joy they expressed on hearing about others in the world successfully homeschooling was startling and inspiring.

We spent three weeks traveling Japan and meeting homeschoolers. Kyoko put us in touch with some and we met others through word of mouth. Wherever we went, homeschoolers came to meet us and to hear, through translators, what is happening outside Japan. While we were in Japan there was a conference on homeschooling which I attended with Kyoko. This brought to light a misunderstanding that many Japanese have about homeschooling. They think it is synonymous with school refusers. Although the latter often become homeschoolers, the two are not the same. There are hundreds and thousands of children in Japan refusing to go to school. They do not know of the positive option of homeschooling. There are also many families who, although isolated, are determined to homeschool their children. At the moment this means that they cannot ever join the Japanese education system and have to find other means of tertiary education. The legal position of homeschooling is unclear, and until this is clarified, the present homeschoolers are frightened and cannot join together. Nor can they advertise homeschooling as a choice for Japanese families.

I received this letter recently from the family of Hiroyuki-kun in Nagasaki. Hiroyuki is 11 and has never been to school: "Law is one of the big obstacles on the bumpy road of homeschooling in Japan. But anyhow it has been necessary for a long time to solve this problem. Certainly, it must be behind time for Hiroyuki's generation. I'm thinking of how to get by somehow, using a bypass or another way."

One way is correspondence courses. One school in America has them in Japanese. Another is to learn English and go to America. Both are limiting and unsatisfactory. We must help and support Otherwise Japan (the name of this Japanese homeschooling group, after Britain's Education Otherwise) any way we can. Would you like a pen-pal? Or could you send a letter of support to them? You can write directly to Otherwise Japan, 3-14-14 Kugayama, Suginami-ku, Tokyo, Japan. Kyoko's email address is jab02521@ niftyserve.or.jp.

Keep 'Em Off the Streets?

Dan Endsley wrote in the May 1995 issue of Mentor, *the newsletter of the Home Education League of Parents:*

Armed robberies, car-jackings and general mayhem have taken a back seat to school truants, at least in Glendale, CA. In a recent sweep, Glendale police corralled 36 truant students by combing parks, convenience stores and fast-food joints with an intensive city-wide search during school hours. I wonder if the mayor called a tactical alert.

The truants, many of them handcuffed, were taken to the main school district office where they were frisked, then held for a parent or guardian to arrive. A police sergeant, plus nine uniformed officers, conducted the wide-ranging search as part of a random program which began several years ago. The search of the students' clothing and backpacks turned up several under-age smokers as well. With two strikes against them in one day, I wonder if the new "three strikes and you're out" law will apply.

Soon Los Angeles will follow. Not to be outdone by its small suburb to the north, the L.A. City Council passed far-reaching legislation which will require student-age people found in the streets of L.A. during normal school hours to be taken to a police station for questioning, and held until they can prove they have a legitimate reason for not being in school. (I wonder if bored to tears or fear of great bodily harm would suffice.)

The new law does not consider that many L.A. schools operate on a year-round or staggered-year basis, thus making it nearly impossible for police interrogators to know whether a person's school is in session that day or not. Repeat offenders will be fined and expelled from school as well as being charged with a misdemeanor crime. Expelled from school for truancy? Isn't that akin to receiving death penalty for being convicted of a failed suicide attempt? The measure was passed by an 11 to 1 vote. Interestingly, the lone dissenting vote was cast by the only former school board member on the council who termed it unworkable.

Maybe alternative legislation mandating that schools provide a valuable educational experience in a safe, enjoyable environment would be more effective. I'd love to see the penalties for violating a law like that.

Linda Villatoro also wrote more about this issue in her local homeschooling group's newsletter:

The *L.A. Times* reported Wednesday, May 10, 1995 that the L.A. City Council and the mayor are about to approve a new truancy policy. They promise stiffer penalties for truants such as a fine of up to $50 or community service. The definition of truancy used in the article was, "Students caught on the streets when they should be in school." This made me wonder how such a law would affect homeschoolers. I called the mayor's office and was informed that all private schools who allowed students off campus would have to register the names of all their students with the police department. Then I finally got in touch with the author of the bill, Eric Rose, from Councilmember Chick's office. He assured me that the information I had gotten from the mayor's office was wrong. He said that the police wouldn't go around looking for truants, but if they did happen to stop a homeschooler, they would just call the parents or guardian and verify permission to be on the streets. Homeschoolers who are on the streets of Los Angeles without an adult may be better off with a note from their parents or some kind of a student ID which states permission to be off campus and a daytime phone number of their parent or guardian.

[SS:] While there are obviously many issues involved here, in terms of the immediate question of protecting homeschooling kids from this kind of harassment, years ago, readers discussed this issue in GWS and some came up with the idea of giving their children an I.D. card which would verify that they were a homeschooler and allowed out on the street. Others suggested that a letter from the parent would also work. Dan Endsley of HELP has offered to create I.D. cards for any homeschoolers who think they would find them useful. For photo I.D.s, send $5 and a 1" x 1" (black-and-white or color) photo and the student's name. For I.D.s without a photo, send $4 and the student's name. HELP will also make "teacher I.D.s" for homeschooling parents who could use them to benefit from teacher discounts at bookstores and so on. HELP, Suite 131, 3208 Cahuenga Blvd West, Los Angeles CA 90068.

Our Public Image

Pat Farenga writes:

Have you heard that…

"The Federal Trade Commission is going to make it illegal for homeschoolers to teach phonics."

"The United Nations will shut down homeschooling."

"The Federal Government is going to shut down homeschooling in two weeks."

"Attorney General Reno said on TV that people who homeschool are candidates for surveillance by the government because homeschoolers are typically cultists."

We periodically get calls from people who say things like this and we try, as best we can, to separate fact from fiction. After all, no matter how outlandish these statements may seem, there may be some truth in them. Typically, as in all the examples above, we find that they are at worst lies and at best exaggerations amplified by people's fears.

However, the despicable and tragic bombing of a Federal Government Building in Oklahoma is now causing repercussions for all homeschoolers because of the parallels that some people are making between these two kinds of "anti-federalism." I think it is time for us to reflect on our public actions and image, and to consider what we can do to keep homeschooling in the public eye as a good choice for any concerned parent to make rather than as a misanthropic act.

Since the Oklahoma bombing, *The Boston Globe* and *The New York Times* have continued to run stories that link homeschooling to militia membership. *Time* magazine twice ran stories explicitly linking violent right-wing politics with homeschooling. This is from the May 8th issue of *Time* magazine:

> People are drawn in under this soft umbrella of anger at the government and are soon taken into the more violent part of the movement if they continue to express interest, says Mary Ann Mauney of the Atlanta-based Center for Democratic Renewal, which monitors hate groups.
>
> Unfortunately, newcomers to the movement will find few guideposts that signal, This way the true believers, that way the dangerous zealots. The ranks of the antifederalist insurgency include plenty of the former: tax protesters, home schoolers, Christian fundamentalists and well-versed Constitutionalists. But the groups also contain an insidious sprinkling of the latter, including neo-Nazis and white supremacists. *What binds these diverse elements is a fervent paranoia.* [My emphasis - PF]

Homeschooling is mentioned again in the same article when a militia leader is interviewed and it is reported that his three children are being taught at home. Since when are *all* tax protesters, homeschoolers, Christian fundamentalists and well-versed Constitutionalists automatically considered "hate groups" in need of monitoring? What separates hate groups from others working for political change is, above all, their violent tactics. So the questions come to my mind, "What is happening to homeschooling's public image? Are homeschoolers themselves at all responsible for the way *Time* and other publications are now associating homescholing with negative, anti-social acts?" The answer I come up with has several layers.

In recent years, many homeschoolers have been urged to vocally protest federal issues that have little or nothing to do with homeschooling. These high-profile political actions, such as the opposition to HR 6, certainly put the small homeschooling movement on the map for the general public, but with the price of homeschoolers also being seen as isolationist reactionaries who are easily led to protest any perceived or imagined threat. It is this perception that comes through in *Time's* reporting of the bombing. I'm afraid it is also a perception homeschoolers themselves can engender with certain actions.

One example of an action that can

engender this perception is homeschoolers' withdrawing from public debate about education or social issues except to defend our individual rights. I believe we need to show, more persistently, how homeschooling is not just a narrow "I got mine, you get yours" educational choice. Homeshoolers have much to contribute to the general discussions of our society's problems since we are not necessarily under the spell, as nearly all our society seems to be, of viewing education as the solution to all our ills. Homeschoolers can show, for example, how families of diverse backgrounds can work together towards common goals in their communities. We can enrich local community life when we and our children participate in the life of our communities. We can show how ordinary parents can help their children learn and grow without needing advanced degrees, mandatory parenting classes, or expensive learning equipment.

Most families can't or don't want to homeschool even though they are dissatisfied with their children's education; some parents do abuse, neglect, or abandon their children; some children have neither homes nor schools that are sympathetic to, or understanding of, their particular problems. Our society must somehow work with these citizens. It is far too smug and self-righteous for homeschoolers to think, "If only they'd be more like us then everything would be fine in America." I think homeschoolers need to be more pro-active instead of reactive. Homeschoolers have to stop acting as impediments to programs and services that primarily benefit people who are not homeschoolers. During the HR 6 fight, some homeschoolers and their allies were not content just to stifle the amendment that might have affected home schools, but were also trying to shut off funding for all schools and school programs by gutting the entire bill. But most Americans do want school reform – that's what Goals 2000, OBE, vouchers, charter schools, and all the other proposals are about. Yet homeschoolers are often asked to actively oppose these school programs. Homeschooling isn't just about what we're *against*, but also about what we are *for*, and I want to see more of our public efforts working to communicate that. I don't like the reforms I just mentioned, but I also can't fault the schools for trying to address their problems from within their own parameters. Let's maintain our homeschooling freedoms and gain support from the general public by offering alternatives, not just vociferous opposition, to school services or programs.

Actions speak louder than words, so those homeschoolers who get themselves and their children involved in their local communities do far more for homeschooling's good image than do studies that show homeschoolers are well socialized and achieve good test scores. People who know homeschoolers, who live near them, work with them, and so on, and then read a description of homeschoolers as isolationists, know that that description doesn't fit all homeschoolers. "The homeschoolers I know are not like that," they can say. Let's make it so that is what they *do* say.

I think we also have to be careful about refusing to support those who we think aren't the right type of homeschooler. There are new numbers of families coming to homeschooling because they are told by school officials that their kids are too disruptive in school and should be homeschooled; I've heard such reports from several states. These kids are called "push-outs" and their parents are often unenthusiastic homeschoolers, since they literally feel forced to homeschool. Then there are parents some homeschoolers call refugees from schools: families who can't afford private schools but who know that their kids are not thriving in public schools and so, out of desperation for a different kind of education for their children, they opt for homeschooling. I've heard reports that both these groups are receiving an increasingly ungenerous welcoming from some homeschoolers who fear these families dumb down, or corrupt, the homeschooling movement. I think this is a big mistake for homeschoolers to make, not only because it truly does make us seem xenophobic, but also because some of us were once in similar situations and over time we came to enjoy, indeed promote, homeschooling. Perhaps homeschooling doesn't work for every family, but every family should have the opportunity to try it and see if it might work for them.

The issue of exclusive versus inclusive homeschooling groups also gives us a paranoid image. Certainly people of similar faiths or philosophies have the right and the need to form groups of like-minded people; there is nothing wrong, to me, about this sort of exclusivism. After all, we need support that is deep as well as broad and no one homeschooling group can be all things to all people. But where it does turn wrong is when these self-selecting groups seek to impose their point of view or political stamp on *all* homeschoolers in their state or in the nation. Establishing respectful local- and state-level dialogues among the diverse homeschooling groups for the purpose of protecting all our homeschooling freedoms is a wise route some states are taking.

I think we also have to be careful about activating phone chains without checking the accuracy of the information to be disseminated. Our credibility as a group and as individuals is undermined when we treat everything as if it were a dire emergency. If people – legislators or others - are consistently hearing uninformed protests, are they wrong for thinking that such protesters are a bit paranoid?

Certainly we at GWS are critical of schools and of the government at times; one must speak out against injustice or foolish actions. But the constant feeling that "they're out to get us" that some homeschoolers fall into is not useful, it seems to me.

Finally, by focusing so much on the Federal government and the U.N., homeschoolers are losing energy that could be used to work well together on local problems. After all, there are only so many fights one can participate in.

When I spoke in West Virginia this past fall, a state legislator addressed the group and told them they should not only be proud of what they are doing but should also get out and spread the word since many people, and educators in particular, are well aware that homeschooling is a legal right but are not aware of its positive aspects. Indeed, the West Virginia

legislature has designated an annual homeschoolers' day (as have other legislatures), towards this end. But by giving up our local and individual voices to national groups who see enemies everywhere and whose political agendas go far beyond promoting and securing our right to homeschool, we fuel the media's portrayal of homeschooling as part of the lunatic fringe that is connected with such disasters as we witnessed in Oklahoma. Let's show the public that we do not in any way condone, or ally ourselves with, those who commit such horrific acts, and that there is more to homeschooling than isolationism or negativity.

Looking for some HANDS-ON/MINDS-ON activities to add depth to your K-6 Science Curriculum?

Science is Elementary

is a resource magazine that provides activites, necessary background information, extensions/integrations and assessment suggestions for the activities. You guide students through the discovery process. Each issue focuses on a single topic.

Volume 5
Geology
Math and Science Integration
Tropical Rain Forest
The Water Planet

Volume 6
Astronomy and Space Exploration
Archaeology
Leonardo DaVinci
Color and Light

Volume 7: Biodiversity
Habitats
Ecosystems
Environmental Change
Populations

All SIE volumes are $22 per set.

To order please call or write:
Museum Institute for Teaching Science
79 Milk Street, Suite 210
Boston, MA 02109-3903
(617) 695-9771

Office News

[SS:] As you receive this issue, it will be close to the tenth anniversary of John Holt's death (he died on September 14, 1985). I think of all the things John would see if he were alive today. At our event with Grace Llewellyn on June 16th, where many teenagers came from up and down the east coast (one 13-year-old traveled by herself from New Jersey!), a mother remarked to me, "How we've grown up!" She meant the people in the audience – you wouldn't have seen a homeschooling event with so many teenagers and their parents ten years ago – and she meant the ideas, the depth of the discussion, as well. (If you missed this event, we're selling a 108-minute tape recording of it for $15 plus shipping.)

The many books that we've been promising would be available this fall will indeed be available by the time you get this issue, or close to that time. See our fall catalog for details. John's *How Children Fail* and *How Children Learn* are back in print, thanks to Merloyd Lawrence at Addison-Wesley, and his *What Do I Do Monday* and *Freedom and Beyond* are kicking off the Innovators in Education series that I'm editing for Heinemann.

Also, we have a limited supply of the British edition of *Teach Your Own*. It's available for $11.95 plus shipping. Since the book is not otherwise in print, this is the only way to get copies right now, and several of you have asked how to order it, so do take advantage of this opportunity. Some people have also written to ask about my book *A Sense of Self: Listening to Homeschooled Adolescent Girls* – it too will be available by the time you're reading this.

This is the time to check your Directory entry as it appeared in GWS #102 or in any of the subsequent issues. Make sure it's as you want it to appear in our 1996 Directory (GWS #108). If not, send in any address changes, corrections, or new baby listings by **October 31, 1995.** Send in any new entries or deletions by that time, too.

127

Calendar

August 18-20: Homeschoolers' Campout at Winecca Retreat Center in **Hopewell, Ohio**. For info: Cassie Holderman, 614-787-1073.

August 25-27: California Home=Education Conference at the Radisson Hotel, **Sacramento**. Pat Farenga, the Colfaxes, Donna Nichols-White, many others. For info: Barbara David, 916-391-4942.

August 25-26: Minnesota Homeschoolers Alliance conference in at Inver Hills Community College, **St. Paul, MN**. Susannah Sheffer, keynote speaker. For info: MHA, 612-491-2828.

Sept 1-2: CC-PALS annual "Not-Back-to-School-Campout" at Malibu Creek State Park, **Malibu, CA**. For info: 310-831-4150.

Sept. 2-3: "Rethinking Education: Celebrating the Natural Learning Process" conference in **Dallas/Forth Worth, TX**. Activities for adults, children, teens. For info: Barb Lundgren, 3013 Hickory Hill, Colleyville TX 76034; 817-540-6423.

Sept. 5: 6th Annual "Not Going Back to School" Picnic in Queen's Park, **New Westminster, BC**. For info: Jan Beers, 604-599-7051.

Sept. 8-10: "Blazing New Trails in Learning" 5th annual family conference sponsored by the Alliance for Parental Involvement in Education (ALLPIE) at Chimney Corners Camp, **Beckett, MA**. For info: ALLPIE, PO Box 59, E Chatham NY 12060; 518-392-6900, allpiesr@aol.com.

Sept. 8-10: Families Learning Together fall gathering at **Camp Falling Creek, NC**. For info: Trish Severin/Doug Woodward, 704-369-6491.

Oct. 12: NYC Home Educators' Alliance Homeschooling Celebration with John Taylor Gatto and others, in **Manhattan**. For info: 212-505-9884, RTricamo@aol.com

Oct. 21: "Diversity in Education" conference in **Thornhill, Ontario**. John Gatto, Pat Farenga speaking. For info: Canadian Alliance of Homeschoolers, 519-448-4001.

We are happy to print announcements of major homeschooling events, but we need plenty of notice. Deadline for GWS #107 (events in November or later) is September 10. Deadline for GWS #108 (events in January or later) is November 10. ◆

Should Homeschoolers Stop Complying with State Regulations?

These writers are responding to the question Judy Garvey and Jim Bergin raised in GWS #105.

From Andy Migner (MA):

The letter from Judy Garvey and Jim Bergin was thought-provoking. Their strong urgings to "liberate all children from the bondage of forced schooling" tugged at my heart strings. I find myself, not infrequently, observing my children playing/working in an atmosphere of freedom and contentment. Aware of how they are blossoming into such free, strong, compassionate, and intelligent young people, I think to myself, "All children should be nurtured like this." And I recall a couple of years ago, when driving past the local elementary school, listening to my son Christopher, then 6, speaking passionately about how he would like to free his friends from that "prison." I agree with Judy and Jim that compulsory education has failed and continues to fail our children and our society. But I'm not sure that refusing to submit applications and evaluations will bring us any closer to educational freedom. I also don't believe that the problems begin with schooling.

How our children are birthed, nourished, and handled as infants and then how they are guided as children sets the tone for how they are respected or disrespected in every sphere of their growing years. Many of us find that noncompulsory education is a natural outgrowth of the attachment-style parenting that had been evolving in us since before our first children were born. Sticking infants in daycare for 40 hours a week and then sending them to compulsory schools as soon as they are old enough is an outgrowth of our society's interference with bonding between parents and offspring. Extensive prenatal testing (worrying that something is wrong with the baby can interfere with bonding), followed by hospital-controlled births, bottle feeding, isolated sleeping, dogmatic or absent parenting, all lead to detached parenting. And this is the norm. This is what we are up against. So, as far as strategy goes, I think that supporting midwifery, breastfeeding, and attachment-style parenting (which of course necessitates economic support for a parent to be home with young children) will go a long way toward supporting homeschooling.

I also think that it's possible for people to change their parenting style or educational choice at any step along the way, and hence I have some other thoughts on strategy: attraction, not promotion. People do not like to be told to do something or bullied into it. When told, "Your way is wrong, do it my way," most people rebel, retreat, and get more entrenched in their own position. But when people are suffering, and then they see an attractive alternative, this is when change can come about. Conflict and antagonism are not attractive to people. Harmonious living, health, faith, and joy – these are drawing cards.

We are very pleased to have an amicable relationship with our local school system. We are completely up front as "unschoolers" and in response to our initial homeschooling proposal, our superintendent told us, "That is exactly the kind of education I would like for my own children." With this obvious support for our homeschooling, I do not find it to be much trouble to inform him of what we've been up to, by way of a progress report, or to submit proposals annually for my children. I would prefer not to do these things, but as long as it is the law, and as long as I can do so with complete honesty, I am willing to comply.

Both my family and our community benefit from our amicable relationship with the local school system and I believe that this relationship helps us to spread the homeschooling word. It is easy for me to go into the school, with or without my children. We have access to the computer room, the library, special events, and any classes my children might *choose* to attend. As a homeschooling family, we benefit from access to these resources. Even when what the school has to offer is of poor quality (such as a second grade play we recently attended where the children were not even given any speaking parts!), we benefit because we feel affirmed, once again, in our choice.

We live in a small town and we are very visible. As my children get older and their maturity, their easy interactions with adults, their sharpness of mind, and their kindess towards others stands out in a crowd, they are powers of example. Scout leaders, Sunday school teachers, parents, coaches, and other children begin to see homeschooling not just as a fringy alternative but as a better choice. And perhaps it is the other children seeing this that is most important. A revolt from the inside could work. But we have to be in the world to have an effect on it; we have to educate and to be seen. Change is slow, but I truly believe it is coming.

From Arthur Harvey (ME):

Let me comment on the proposal for thousands of Maine homeschooling families to stop cooperating with the state regulations. This can be a valid tactic for a family ready to face the consequences – which would probably be little or nothing in many cases. Still, if some official or influential private citizen makes an issue of it, a penalty is possible. The great majority of families will not take this path, despite the irksome features of the system, because they obey laws whenever possible.

I also question the rhetoric that says, "Schools are tremendously

BEST COPY AVAILABLE

devastating to children and society. At the same time, homeschooling has proven to be the surest way to a productive and happy adult life." The fact is, the great majority of Americans value the present system. While compulsion detracts from education in the best sense of the word, it also keeps millions of kids off the streets and out of trouble. Nor should we, having chosen a better way to raise our kids, forget that many of us fail to lead them to a "happy adult life" while many publicly schooled kids do achieve it.

When my kids reached school age about thirteen years ago, we simply kept them at home (and at work), ignoring the legalities. In the past few years, it has become rather easy to get official permission to homeschool, so we have followed that course. Compulsion has become much less ominous in education, and I think the trend will continue.

I agree with Jim Bergin and Judy Garvey that homeschool leaders should refrain from enforcing laws or assisting officials who do, just as a minister of the gospel will not inform on someone who seeks counseling.

By the way, after two unsuccessful tries at Town Meeting, my wife has now been elected as a Director of the local school district (Maine SAD 39). She serves on the Curriculum, Policy, and Building committees. In the long run, I can imagine a school system which is open year-round to any voluntary organizations. Why should these not include taxpaying homeschooling parents in the district, using rooms, libraries, gyms, etc.? Voters sometimes reject school budgets, and it would be prudent for the schools to broaden their service by welcoming more community groups, including homeschoolers.

From Kim Engler of Massachusetts:

This is a very complex issue. Put another way, "Should homeschoolers comply with a statute that may violate their state Constitution?" At a recent homeschooling conference a person said to me, "What are you teaching your children if you are not obeying the law?" I asked, "What are you teaching your children if you are not standing up to something you believe is wrong?" How you feel about yourself on the topic is equally relevant. Do you act a certain way because someone tells you it is the law or because you believe it is morally correct? Have you read the law, not a summary written by someone interpreting the law?

In 1955, Rosa Parks took a stand against something she believed was wrong. She refused to move to the back of the bus and give up her seat to a white person, in violation of the law. This was a courageous action that started a boycott of buses. I believe that we need to be equally strong and refuse to be held hostage to the belief that the state should have control over parents and our children's education. Imagine if all parents boycotted all schools until they were given control over their children's education.

While I agree that the state cannot put 3000 parents in jail, I don't believe that resisting will be that simple. The most outspoken people may be jailed (Rosa Parks was) or the state may take the children for a time (which is worse?). Others will be subject to the censure of the community. The kids may have a hard time finding friends, the family may be harassed. The larger the number of people the less likely this is to occur. I doubt that all 3000 families in a state will choose to take this kind of stand, but I agree that we need to start somewhere. We don't all need to wait until the homeschooling community agrees that now is the time to start resisting. I think as people start to make a stand, the number will continue to grow, and the communities we live in will come to understand our love and concern for our children so that slowly things will change.

I also think this could be helped by homeschooling leadership letting new homeschoolers know that there is a choice. When I go to an "Introduction to Unschooling" talk and hear it emphasized that you must submit a letter of intent, it saddens me. Why do homeschooling leaders believe you "have" to do this? For whose benefit? This may be the wrong course of action for you if you believe that the state should not have authority over schooling our children. In Massachusetts, the state Constitution says, "... it shall be the duty of the Legislatures and Magistrates, in all future periods of the Commonwealth, to cherish the interests of literature and all the sciences... to encourage private societies and public institutions, rewards and immunities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country..." (Part the second Chapter V Section II.) I believe compelling school attendance and expecting parents to agree to monitoring goes beyond the intent of this. Please, everyone, get a copy of the Constitution, read it, know your rights. I know this is hard, especially for those of us schooled to boredom in history and social sciences, but no one can do it for you.

From Julie Scandora (WA):

Judy Garvey and Jim Bergin's proposal to stop complying with state homeschooling regulations comes at an appropriate time for me. After a most unsatisfactory evaluation process this past year, I began questioning the need for us to comply in the future. But for us in Washington state, to protest in this way would be meaningless. The evaluations we have to do are retained by the parents; no state or local official ever sees them.

But what about families in states where the regulations are more burdensome? True, it is unlikely that a state would go after all noncomplying parents if a large group organized. But what is to prevent the state from going after some? It was only recently that a mother in New York was separated from her toddler because she was nursing the child. There are still many people – and many of them in power – who believe children should be strictly controlled, should be raised in a certain way, and should definitely go to school.

It is one thing to take action that puts oneself in danger. When that action endangers others in the family, the decision becomes far more complex. Even with overcrowded prisons, the threat of noncomplying parents being jailed and their children being placed in foster homes is still very real.

To me, the issue is eliminating compulsory education laws. The question is what is the best way to

accomplish this. Maybe the best answer can come from understanding why society continues to require children to be schooled.

One reason is that there is a huge infrastructure supporting compulsory education. Teachers, administrators, book publishers, school bus drivers, teacher-certification educators, testing companies, etc. are involved. This means jobs. To challenge compulsory education is to threaten the livelihood of these people. It is also to threaten the existence of otherwise secure and profitable companies.

Then, many working couples realize that public school allows them to work without having to pay directly for care of their children. Eliminating required schooling could put the expense burden directly on them.

More than a few at-home parents depend upon the schools to occupy their children as well. These are the parents who look forward to the fall when their childcare duties will be relieved. They would be terrified of the idea of having their children home all the time.

Also, many children, after a few years of schooling, do not know how to entertain themselves. They want the structure of school.

Two other reasons: most people believe you have to go to school to learn or at least to learn what is necessary to get a good job. Even though *their* children would still be schooled if compulsory education were eliminated, they do not want others to be uneducated and then to become unemployable burdens to society.

And many people believe others – and even they themselves – are not smart enough to know what is best for themselves and their children. They want the experts to be in charge of educational decisions.

I think these reasons can be summarized into a few general ones. People fear that eliminating compulsory education will result in eliminating all schools, result in an uneducated populace, and shift the cost of educating a child from all of society to the parents.

Some of these fears are groundless; others are based on realistic expectations. I think that without compulsory education, private, parochial, and home schools would remain but public ones might not. Eliminating required schooling would not necessarily eliminate schools but it would result in drastic changes for many individuals and institutions.

If homeschoolers stopped complying with state regulations, would that help mitigate the public's fears associated with the elimination of compulsory schooling? Will such action win supporters to the cause? Will it generate understanding for our side and our issues?

I think such action would be too much, too fast, too soon. It would bring us attention, but I suspect we would be interpreted as asking to be above the law but not being subject to the testing or curriculum approval to which others must be subject. The issue of the negative aspects of compulsory schooling would be lost.

The public is still skeptical of homeschooling. How many of us have friends or relatives who still do not approve? At best they believe it is all right for us, but certainly not for everyone. This is to say that if we take on an issue such as compulsory schooling that affects everyone (not just homeschoolers), we cannot count on the support of many outside of our small circle. Allowing us to homeschool is one thing; supporting the end of compulsory education is an entirely different matter.

I'm also concerned about forcing our ideas on others. Homeschoolers tend to believe that no one should be forced to learn, let alone forced to learn in a school. Others believe that force is the only way a person will learn. We believe children are harmed by being required to go to school. Others believe children are harmed by being kept out of school.

We do not have to abide by these others' beliefs. They do not have to abide by ours. The problem is with children who must comply with schooling, who have no choice. But do we act wisely by forcing the others to act on our beliefs when those beliefs run counter to theirs? Will the children really be free to choose between school and homeschooling if their parents are forced to eliminate

Beyond the basics...

Calvert School offers supplementary courses for children ages 5-13.

A leader in home instruction curriculum for nearly 90 years, Calvert School invites your family to join our creative adventures. Choose one of our specially designed enrichment courses including ***Melody Lane***, a music appreciation course on video for ages 5-8; ***The LITTLE HOUSE® Books Reading Guides***, based on the beloved series written by Laura Ingalls Wilder, for ages 8-11; and ***Discovering Art***, an art appreciation course on video with additional hands-on activities for ages 9-13. Each course comes with an easy-to-follow guidebook and all the materials you'll need to make learning fun. For more information on all of our home study courses, please call, fax, or write for a free catalog.

CALVERT SCHOOL

(410) 243-6030 • *fax (410) 366-0674*

Dept. GWS5

105 Tuscany Road • Baltimore, MD 21210

compulsory schooling? We will win few fans this way. Would it not be better to work to educate the public and help all understand how devastating forced education is for everyone? Would it not be better to get more support first for this idea?

I believe we should not yet force the public to take sides. People need to get much more information in a nonthreatening form in order to be open to hearing our side. One of the best ways for us to provide this information is to continue to homeschool. Word is spreading that alternatives to compulsory schooling work. It will take time. It will be easy to become impatient. But I feel it is better to progress slowly while gaining the support of many. The alternative will not get us to the endpoint any sooner. But it will likely make many more enemies and create many more misunderstandings along the way. We do not just want forced schooling to end; we also want everyone to believe forced schooling is wrong.

From Lisa Russell of California:

How ludicrous is it, really, to subject your children to one or two days of standardized testing or one or two days with a school official in the home when the other days are spent surrounded by your love and guidance? How much trouble can it be to acquiesce to the "unnecessary reporting requirements" in the name of teaching your children how to live freely within the constraints of society?

I think it is a good point that 3000 parents in Maine would obviously not be imprisoned if they stopped complying with homeschooling regulations, just as every speeding car on the highway is not ticketed. But, as we round the big bend, we *all* keep an eye out for patrol cars, and we *all* slow down.

As a homeschooling family, we live without resentment or fear. We also live within the constraints (not bondage) of the law. I choose to feel grateful and powerful that I have taken control of my family and of our part of the future. I wish every family would see the benefits of homeschooling.

I feel the desperation in the tone of Jim and Judy's piece, but imagine the headlines when tens of thousands of homeschooling families band together and stop complying with regulations. Most of America thinks we're crazy anyway; now we'll be crazy anarchists. Our cause is more effectively fought through dignified patience. When we follow their rules, and our kids come out on top, the homeschooling movement will continue to gain respect and acceptance. Laws have already changed so much in the past twenty years. And just as our grandparents boasted about how they walked ten miles, barefoot, uphill, in the snow, just to go to school, we will work just as hard to get home.

From Jim Strickland of Washington:

Judy Garvey and Jim Bergin's thoughtful and articulate plea for homeschoolers to consider practicing more overt forms of civil disobedience in regard to state regulations raises an important, and potentially divisive, issue that deserves careful scrutiny and consideration by the homeschooling community. I think we need to clarify our long-term political goals and the most effective means by which they can be reached.

Are we really interested in achieving a total separation of school and state (as advocated by Sheldon Richman in *Separating School and State)* or do we just want to "put schooling decisions back in each family's hands," as Pat Farenga said in GWS #103? These are very different ends. The desire to reclaim the right to make our own decisions about our children's learning in no way implies the need to end all government involvement in education. In fact, I believe this latter goal is both unrealistic and undesirable.

First, let us not underestimate how dependent we as a society have become on tax-supported schooling. As unfortunate as the situation is, many families (especially single-parent families) lean very heavily on the subsidized daycare function of public schools. To have to choose between economic viability and educating one's own children is a tragic dilemma, but one that will require a virtual economic and philosophic revolution to remedy. Attempting to achieve a separation of school and state before this issue is adequately addressed is neither likely nor humane.

Second, the systematic displacement of children from their rightful and necessary roles in general society has left us with no place for young people to be. To paraphrase John Holt, most children are in school not because of compulsory attendance laws but because no one wants them anywhere else. This is another issue with which we must wrestle seriously before we even consider an end to government involvement in education.

Finally, I believe a complete separation of school and state is undesirable because it suggests that we have given up the idea that the future of our children and our world is a public issue that requires public support. What is the state in a democracy anyway but the communal arm of and servant to the people? After the eventual abolition of compulsory attendance laws (someday!), schools could continue to exist as tax-supported, voluntary institutions to provide valuable services for those who choose to use them. As David Guterson suggests in *Family Matters*, "schools must ... become extraordinarily flexible – public-service agencies offering a full spectrum of educational opportunities to the families they are mandated to serve. Thus it will be necessary to offer not only conventional schooling but many other alternatives on a sort of continuum."

As we continue grappling with these issues, let us remember that well-researched and earnest dialogue has brought us a long way. Now is not the time to lose patience and begin resorting to more extremist tactics that could alienate many thoughtful and sympathetic potential supporters. The stakes are too high for us to do what the public schools have been doing for over a century – fooling ourselves into thinking that we are acting in the best interest of children, while our true priority is the relentless pursuit of our own political agendas. ◆

Families Learning Together

Stories about mothers doing their own work – *with* their children!

In a Karate Studio

Sara-Rivka Ernstoff (MD) writes:

Eight years ago, when my son Kobi was born, I planned to leave him at home with a babysitter while I worked three to four hours a day teaching karate. However, I could not master the breast pump. After numerous tries, and only a few drops of milk, I gave up and decided to take him – and the babysitter – to work with me.

6-year-old Matti and 3-year-old Channi shared this fate. It is possible to teach a karate class with an infant (or a 2 year old) attached to the breast. When they got old enough I left them home with their father while I taught, but he was always nearby and would bring them to me to nurse when they missed me.

Kobi has spent approximately 3,000 hours in the *dojo* (training hall) since birth. Most of the time he played with the equipment, seemingly uninterested in the class. Sometimes he'd watch for a while, then go back to his play.

One thing was certain from the start: Kobi never wanted to be a karate student. He wanted to be a *teacher*. At the age of 3 he would walk over to me, then point at a student and whisper, "Her fist is crooked" or "His toes aren't pointing down." His observations were always correct.

In fact, he is an excellent teacher. Kobi gives lessons to his sisters and friends. At 7 he finally put on a *gi* (uniform) and joined the class. However, he hates to be corrected. I quickly learned to ask, "Kobi, would you like a tip on how to improve that technique?" instead of simply telling him.

I am continually amazed at how fast he learns certain moves and how much he picks up entirely on his own. It's not surprising that if you see a move 10,000 times before performing it, it's going to come out better than if you've seen it demonstrated five times – which is the way the other students learn.

Recently Kobi learned a new *kata* (individual routine) by observing it more closely than usual during an adult class. There is no way I would have taught it to a student of his rank and age; it would have been too frustrating for me. But he surprised me by performing it almost without error when we got home.

Since the birth of my first born I have cut down on the number of hours that I teach, from 20 hours per week to 12, and the number of days from five to three. I quit working for other people and opened my own dojo two blocks from my home. My older two children can ride their bikes or walk to and from home, and when my husband is out of town the babysitter can bring my little one to visit whenever she likes.

Because my children are not stressed out from school, they have plenty of energy for karate. Kobi and Matti both attend three or more classes a week and practice at home for hours. They peform karate plays, using butter knives as weapons, much to the horror of our guests! Sometimes they perform individually and the rest of us sit on the couch and applaud.

Kobi is now an official assistant instructor in the children's beginner class, and Matti assists me in the 5-year-old class. It's hard to believe that just last year she was a student in the same class and now she's a head taller and a belt higher. With poise and confidence she'll walk up to a student and gently move his hands to the proper position.

Matti demonstrates how to jump and fall, punch and block, kick and yell. She is an excellent role model, and I can't help but think that these little students relate to her better than tall (to them!), old (to them!), black belt me.

Sara-Rivka instructs a karate student while holding her own daughter in her arms.

I look forward to the day when my children can teach classes on their own and I can do less. I've read a lot in GWS about family businesses, but never one quite like mine!

Learning Botany Together

Chris Sims (Guam) writes:

At 9:00 AM on Tuesdays and Thursdays, my children, a homeschooling neighbor, and I report to work at the Guam National Wildlife Refuge. After receiving our assignment for the day, we head to our "office," one of several small circles of jungle that dot the Refuge's botanical survey area. Spiderwebs the size of cupboards bar our path now and then and have to be gently removed so as not to overly traumatize their occupants (who measure a good four

Emily Sims uses a field guide.

inches without even stretching their legs!). Twining vines, poking branches, logs and tree trunks must be climbed, ducked, or sliced through with a machete. It's a rare treat to stand up straight. Our neighbor, Vicki Valdes-Dapena (15), and my children, Emily (7) and Paul (5), take turns leading, keeping their backs to the sound of pounding surf and their eyes peeled for the orange flags that mark our trail.

And why do I drag the children through the jungle like that? Because at the tender age of 36, I finally know what I want to be when I grow up: a botanist.

For the longest time, a lack of education held me back. I knew I didn't want to be a nurse for the rest of my life and that my second career as a writer wouldn't be likely to earn me enough to take over as family breadwinner, should that ever become necessary. But how could I go back to school *and* raise and homeschool my children? The answer, so obvious that it passed me right by, finally struck. At 18, not knowing any better, I had taken the idea of what I wanted to be straight to a classroom. This time, I should have remembered that there are other ways to pursue such goals.

To begin with, I no longer believe that one must be taught in order to learn. It shouldn't have come as a surprise; I've seen it in my children, and even in myself. After all, I taught myself to read and write Norwegian (my second language) at the age of 9, and at 16, I taught myself to play guitar. I have no degree in journalism, yet I've been successfully selling my writing since 1986, which, by the way, began as a "mere" hobby when I was 10. Like my children, I truly do learn best by teaching myself. Convincing others, however – employers or university officials – that there's more to education than the ability to wave a piece of paper with a grade on it may be more of a challenge.

And why do I drag the children through the jungle like that? Because at the tender age of 36, I finally know what I want to be when I grow up: a botanist.

To get from my botanist goal to its pursuit, my first step was to get the support of my family (an easy success; my soil scientist husband was delighted, the children willing) and then to find a place to do it. No curriculum, just jump right in and get started! A brand new wildlife refuge with a lot of land and a small staff kindly agreed to let me sign on as a volunteer. Best of all, they had no qualms about letting me bring my children and, later on, Vicki. Although none of us had any experience with botanical surveying and could name only the most prominent of Guam's flora (a palm tree is rather hard to miss), the staff gave us a tour and instructions, then turned the four of us loose with a hundred-meter measuring tape, field guides, a compass, and other equipment.

Twice a week, upon reaching our study site, we measure off a 1.6-meter-radius circle, sit down, and painstakingly identify every plant growing therein. Anything we can't find in the books we nickname and bring to the main office. This is the "learning by doing" that I've read so much about in GWS. It's exciting! Even Paul, at his young age, wakes up eagerly on Refuge days and asks amid his yawns if this is the day we "get to go do *real* work." That's just it – all four of us are doing a valuable, real service despite the ignorance with which we started. Although Emily and Paul often get bored with poring over books and end up exploring, making "camps," swinging on vines or climbing trees, every team member has something to contribute. Before he goes off to play, Paul will put familiar study-site plants in their contexts, as in, "This is the kind of tree we climbed on the beach when we went hiking on Christmas Eve. See the berries?" Emily's gift is to remember names, in Latin, English, and sometimes Chamorro. I handed her a field guide one day and asked her to identify a tree. Within ten seconds, she had the answer. "How did you do it so quickly?" I asked her. "I remembered what the man said," she told me, referring to a tour of common species we'd been given our first day on the job.

Vicki, whose main interest in the Refuge is in its bug life, has become every bit as proficient as I in learning botanical terms and recognizing species. Although botany may not figure as prominently in her life's work as in mine (she plans to study medicine), she enjoys the practical, hands-on work the Refuge offers. Besides, don't most medicines come originally from plants?

So, my first step – *learning* botany – is going well. My next step will be to figure out what to do with the knowl-

edge. From my previous career as a registered nurse, I know that a college degree is often not worth much more than the paper on which it's printed – as an account of learning, that is. I learned far more from my three-year, hands-on hospital diploma program than I ever did going back to "finish" the baccalaureate. The degree, however, got me jobs for which I would not otherwise have been deemed qualified. The piece of paper mattered more than the knowledge I had retained.

If I choose to use my botany experience to work for an organization that values a degree, I could either show the personnel director the portfolio I'm amassing at the Wildlife Refuge and demonstrate that what I've done there and in my home garden is equivalent to work done in college botany courses, or convince university officials to grant me as many "life experience" credits as possible out of the thirty I would need for a second degree. I've read that some universities will grant up to 25% of a student's credits that way. The rest I'd hope to accomplish by means of correspondence or College Level Examination Program (CLEP) testing.

Another track to pursue might be to go it on my own. I've read a lot lately about freelance botanists discovering this or publishing that. Paychecks might be less regular if I worked for myself, but at least I'd be sure to get along with the boss. I'd also have no worries about someone telling me I couldn't let my children work at my side because of insurance restrictions or fear of liability. Of course, if I'm to go it on my own, I'll have a lot more to learn besides botany. To that end, I'm gathering information on obtaining and managing a business license. I'm also researching nonfiction magazine markets (most of my writing to date has been fiction) and improving my photography skills.

It's a lot of work, all of this, but I sure am having fun. In college, I figured I was doing well if I could sit by an open window and hear wild birds call to one another while I studied subjects that might not even have any bearing on what I hoped to do after graduation. Now, my classroom has no windows – and no doors, walls, or ceilings either – and I'm doing what I enjoy right where I'd most like to be. I'm glad my children taught me about the joys and ease of homeschooling.

The kids are learning a lot, too, although not always by choice. I waver sometimes between feeling guilty for dragging them along behind me while they whine about being tired, hot, thirsty, itchy, and bored, and my more far-sighted view of the situation: whether or not botany figures in the life work they choose, they will at least have had the benefit of seeing Mom at work. They'll see one woman's idea of what a homeschooling mother can do to serve and earn (because, of course, I hope that they too will grow up to homeschool their children). They'll see me handle – gracefully, I hope –all the joy, success, failure, pain, and persistence that goes along with a job.

And besides, both Emily and Paul love being outdoors. Paul waxes poetic about the beauty and peacefulness of the Refuge. Emily stretches her imagination. Vicki invents games for the younger children and always has an interesting discovery to show us. I think it's marvelous that we've all learned to recognize the presence of a fruit bat by its smell and monitor a lizard by the way it rustles the vegetation. Interested or not, the kids know enough about plants now to call many by name and to recognize when something is unusual, such as a pure white plant with large leaves that Paul found while exploring. Without picking or disturbing it, he memorized its location, then came and reported it.

The end result of my study of botany is impossible to predict. Our stay in Guam is probably temporary, but the methods I'm learning in the tropical jungle can be applied just as well to the jungle, temperate forest, or prairie. I have goals, but they're flexible. The main thing is that I'm delighted at these prospects and thoroughly enjoying the company of the children. When my kids were little, I thought putting them in "building school" (my daughter's term for school in a building) would be my only hope of pursuing a career of my own. I'll be forever thankful that I learned otherwise. ◆

Pinewood School Brings Home Education to You

(303) 670-8180

Olivia C. Loria Director

PINEWOOD SCHOOL

112 Road D Pine Colorado 80470

Serving Home Educators Since 1981

Enhance Curriculum with Award Winning Storytelling by Jim Weiss

14 National Awards

ALA Notable Recording · Parent's Choice Gold · Gold Oppenheim Seal · Booklist Editor's Choice · INDIES Finalist

- **Sherlock Holmes for Children** *(cs/cd)*
- **Arabian Nights** *(cs)*
- **Good Night:** Acclaimed *Off-to-Sleep* Tape *(cs)*
- **Tales From Cultures Far and Near** *(cs)*
- **She and He: Adventures in Mythology** *(cs)*
- **Three Musketeers / Robin Hood** *(cs)*
- **Greek Myths** *(cs/cd)*
- **Tales from the Old Testament** *(cs)*
- **King Arthur and His Knights** *(cs/cd)*
- **Fairytale Favorites in Story & Song** *(cs)*
- **RipVanWinkle/Gulliver's Travels** *(cs)*
- **Animal Tales** *(cs)*
- **Mystery! Mystery! for Children** *(cs)*
- **The Jungle Book** *(cs/cd)*

"Storytelling in its best incarnation." Home Education Magazine

"Enthralling adaptations...remarkable voice changes" ALA Notable Committee

"Weiss is a gifted storyteller..." ALA Best of the Best for Children

"A great way to lead young listeners to the fiction shelves." Booklist

"Weiss' voice is liquid gold." CNN TV

Greathall Productions
P. O. Box 813
Benicia, Ca 94510

Available on audio cassette or CD where indicated
CA residents add 7.25% tax
Add $2.00 S/H per order
Or send for FREE BROCHURE

Learning Languages from Native Speakers

Parents and Kids Learn Spanish Together

Maureen Carey (MA) writes:

I had been wanting and needing to learn Spanish for about fifteen years, because various things I am involved with bring me in contact with people who speak Spanish and not English. Having a typical scholastic history of doing well in Latin, French, Russian and German classes in high school and college, and being unable to use any of these beyond a rudimentary level and without excruciatingly painful embarassment, I had put off doing anything about my wish to learn Spanish, in spite of the many available programs in my community. It all reminded me too much of school.

This year I have had the priviledge of studying Spanish in a starkly contrasting enviroment. Alicia Molinar, a homeschooling mother whose background is Mexican and who grew up in Spanish-speaking cultures in Mexico and Texas, led a weekly two-hour class of nine students – three other homeschooling mothers and six children between the ages of 9 and 13. The children included two of her own who can converse in Spanish but who want to develop their skills since they live in an overwhelmingly English-speaking community, and they loved the chance to share their cultural heritage with their friends.

There was always a diversity of levels of learning in the group, but far from seeing that as a problem, Alicia planned activities that got us to learn from each other, just as toddlers learn language from people of all ages and levels of ability. In the class, we did interesting, fun activities in Spanish that we would have found enjoyable to do in English. In addition to learning Spanish, we were clearly experiencing the "S-Word" in homeschooling – socialization.

Alicia planned the classes around four of the things that facilitate people being together in groups – play, music, hands-on activities, and eating. And there was lots of hanging out time, where Alicia encouraged us to use what Spanish we had been introduced to, but there was no pressure and certainly no evaluation of performance, only gentle correction with firm acknowledgments of the parts that had been spoken correctly.

We played many games in Spanish. For instance, we learned colors and shapes by arranging patterns of construction paper cut-outs behind a box that concealed them from our partner. We then had to describe our pattern in Spanish and our partner had to reproduce the same one, following our directions. There would be howls of laughter when the final result was revealed, and sighs of satisfaction on the rare occasions when they matched perfectly. We played the classic Spanish game, Lotteria, which involves matching pictures on cards. There were also lots of guessing games involving body parts and animals.

For music, we learned some of the classic songs sung by Mexican children. Their simple rhymes and engaging rhythms make them very accessible and the vocabulary was learned with very little effort on our part. This also provided a good understanding of the use of figurative language in English, as our efforts to translate the poetic allusions directly into Spanish yielded strange images. We watched a video of traditional Mexican folk ballads and Alicia explained the history of the revolution during which they were composed and how they fit into the culture of the people. She and her husband José are accomplished Mexican folkloric dancers, and we were treated to a demonstration and explanation of this tradition and taught the basic steps so we were able to join in with the dancing. We made traditional Mexican tissue paper flowers and learned how something beautiful with many decorative uses can be created out of simple materials.

In nearly every class, we ended up eating. We cooked, played restaurant, and hung around the kitchen and dining table learning basic phrases and sentences, as well as the names of food and eating equipment. Food is a great facilitator of communication, which is the point of learning a language. The kitchen is a comfortable, natural place to be in and to learn and a great place to mix the generations.

Having parents and children in the class together worked out very well. The playfulness of the children helped keep the tone light and upbeat, while we adults offered a steady influence. And sometimes those roles were reversed. It is empowering for children to see their parents struggle in the learning process and to be able to share information that they master sooner then their parents. It is also far more satisfying to see at close range what your child is learning by being with her in that process than to receive an abstract report card four times a year.

Languages were developed by people living in distinct cultures. Alicia brought richness to the learning of basic Spanish by sharing her heritage and answering our many questions about all the little details of life in an enviroment so different from here. This personal connection with the material was vital, especially to my 10-year-old daughter Aidin's particular learning style. She is a lifelong unschooler who has developed a remarkably busy social life with friends of many ages, and she learns best in the context of relationship. When she was 7 or 8, she had over a year of learning French enjoyably in a children's class taught by a native speaker, homeschooling mother Marie-Laure Grimaldi-Marvel, who used similar methods to those used in our Spanish class. When the class was finished I asked Aidin if I could buy her tapes to continue with French, which she had learned well. Her response was, "No, I want to learn French from a person!" I find tapes and books useful, but that is my particular learning style. And being in the class with native speaker Alicia

has now inspired me to get started and find the materials that will be useful to me as I continue to learn Spanish.

All of us really looked forward to the class every week. When the learning of foreign languages is discussed, Aidin smiles. Her experiences of beginning to learn these two languages have been enjoyable and empowering. She excitedly finds children's books in the library in both French and Spanish and holds them up as the treasures they are. We struggle to read them and we both laugh at our mistakes. It really helps if we find the ones we know by heart in English, like "Buenes Noches, Luna."

When I was a high school teacher, it always looked to me like languages were the hardest thing to teach. I think now that what I was actually aware of was that the discipline of learning languages is one of the hardest things to force into the academic patterns that have to be adhered to in conventional education. Languages are one of the clearest examples of a friend of mine's theory that schooling, for most students, works the same against the areas of knowledge as vaccination is supposed to work against disease. You get just enough of the subject to ward it off from your system forever. Just enough math that you know you're not good at it, just enough history to know it's boring, just enough required literature that you never choose to seek and enjoy it yourself, and just enough French to never even consider speaking, reading, or writing it as long as you have any choice in the matter. I'm happy that we are now having a very different experience with language learning.

Learning Japanese from Exchange Students

Danielle Metzler (CT) writes:

I found learning Japanese without a teacher or a textbook to be both challenging and enjoyable. The key was having the right attitude. This included realizing that learning is sometimes hard work. However, if it is fun, it is much easier and has a more lasting effect. It also included looking for *every* opportunity to use what I was learning. My family hosted at least six Japanese exchange students over the course of eighteen months. Between their visits I reviewed what I had learned and took in some more information from my CD ROM program and my grammar book. Our first student was Yurika Matsukawa. She was 14 years old and had studied English for about a year in school. We didn't speak at all until shopping was mentioned. She understood that concept immediately! Needless to say, the language barrier between us was a problem.

Danielle practices writing Japanese with exchange student Kaori

日本語を勉強中

The exchange student program provided a sheet of survival phrases with a pronunciation guide. This sheet was not enough, so one of the first things we did was pick up a very good English-Japanese dictionary. I made sure it was small enough to carry around wherever we went. It had phrases and a pronunciation guide. We also bought a book on Hiragana, the primary Japanese alphabet. Even though there is also another alphabet and pictogram system with thousands of characters, I was still thrilled to be able to recognize a few words now and then.

The one thing that helped me the most was talking with someone who is Japanese. It is essential to understand how words are pronounced right away. This helps eliminate a lot of confusion. Long vowels, for instance, are often not pronounced. An example of the possible confusion that can occur is demonstrated by the two words torii (long 'i') and tori (short 'i'). Torii is the word for bird and tori is the word for temple gate.

One of our exchange students named Seiko absolutely loved to use English idioms and slang, so it was fun to share idioms back and forth with her. I eventually memorized certain sentences and idioms in Japanese. I liked to stick them in discussions with Seiko. Later I was able to break down the sentences I had memorized and figure out the exact translation.

I discovered that when studying Japanese, having someone to speak with is imperative for another reason. Japanese culture pervades every aspect of their language. Since Japanese culture is very different from our own, this is an important factor when learning Japanese. I made so many blunders involving culture! I asked Yurika if she wanted a placemat from Taco Bell for a memento. I looked up memento in my dictionary, but she didn't appear to understand. She kept pointing to "dead," "pass away," and "fermented" in her dictionary. We believed that she might have thought that we wanted her to take an actual taco home with her and she was afraid it would go bad. We didn't know.

Unfortunately for me, I later used the same word for memento again. Yurika laughed and ran and told a teacher. The teacher seemed awfully

amused. She called me over and explained that the translated word in Japanese was something you put on a dead person in their grave. If you are wondering how often situations like this occurred, let me assure you they happened a lot!

I think homeschoolers benefit by sharing what they have learned, so I did just that. I prepared a three-hour hands-on presentation on the Japanese language and culture for homeschoolers in my support group. Some of the things I shared with them were origami, basic Hiragana, introduction to conversational Japanese, some of the gifts we received from our various students, and the Tea Ceremony. All present joined in the Tea Ceremony. We served cookies with the tea, and the unanimous vote was that they tasted like chalk! We also served green tea ice cream (I have a sneaky suspicion this is a modern day invention). Giving this presentation allowed me to review what I had learned about the Japanese and their language.

Finding a Great Chinese Teacher

From Victoria Moran (MO):

Rachael has been interested in China from the time she first held a chopstick. She was thrilled to travel there when she was 8, and when we returned from that trip she asked for Chinese lessons for Christmas. I signed her up for private classes at a local language school. Chinese is not one of their standard languages so they contracted with a Chinese university professor to teach Rachael. Rachael loved Ming, and I was introduced to the loving and patient way so many Chinese adults relate to children. Rachael moves about when she processes information, and Ming had no problem with that: the first day, she taught Rachael the sentence, "We are going for a walk."

After a few months, transportation difficulties led to Ming's leaving the language school and offering Rachael lessons in her office at the university instead. At that time, Ming changed from using *The Learnables* – a very user-friendly tape set – to her college text. Things slowed down some, but the mutual admiration between teacher and student kept Rachael an eager learner. After a year and a half, we were again able to go to China, a major motivation. Ming helped Rachael write a talk to give before the classmates of a little girl we had met on a train on our first trip. It was somewhat unnerving – speaking at a huge school before a huge class in a foreign language – but Rachael did beautifully.

When we returned, Ming was working on her Ph.D. and was too busy to give private lessons. Rachael worked briefly with a young Chinese student from Shanghai. Although we had discovered on our own an excellent Chinese book and workbook, *Ni Hao*, geared to middle school-aged young people, Rachael missed her first teacher. So Ming suggested that Rachael take her college class in the fall. It was two hours, two evenings a week.

At first, it went well. Rachael knew more Chinese than her adult classmates and since she had started learning so young, her accent was excellent. It was also good that her first experience in a classroom was at the college level where there aren't oppressive rules about talking or eating or leaving to use the bathroom. The problem with college for an average 11-year-old, however, is that the pace is so fast. Rachael was spending more time on Chinese than on anything else. She was worrying about tests and not enjoying the language. In fact, she started to hate it.

We are now in the position of looking for a wonderful way for Rachael to continue Chinese. She is going to Concordia Language Villages, a language camp, this summer, which should help. We also plan to look into the classes given by the local Chinese community for their own children who do not know their ancestral language. (These groups are in most communities with a sizable Chinese population.) Rachael has also expressed an interest in babysitting Chinese children, but Chinese families are generally so close-knit that the entire concept of bringing in someone from outside the family to look after a child is really alien to them. Another option open to us is that a friend we made while overseas, a Tibetan woman in this country studying at Mills College, may take off a semester to live with us. She would tutor Rachael in Chinese and teach me Tibetan.

The benefits to Rachael from having studied with a native speaker include a superb accent in standard Mandarin Chinese and an ongoing relationship with someone from a faraway place that our family now regards as something of a second home. I know that Rachael believes she will *really* learn to speak Chinese when she goes there to spend a year some time in her teens. I think she's right, although I realize that a year in China is a rather grand expectation. Another option open to Rachael is that at 14 she can, with a tuition payment, go to a foreign language public school across the state line. She would be there five days a week, three hours a day. Her attitude toward it at this point-is, "I don't want to do *anything* five days a week. I'll get fluent in Chinese when I live in China." I'm not about to argue with determination like that.

Sign Language from Class, from Volunteer Work

Carmen Nolan of Florida writes:

As long as I can remember, I have been fascinated by sign language. I decided to study American Sign Language because I wanted to learn about how to communicate with the deaf and hard-of-hearing. I have studied American Sign Language for almost two years by taking classes offered through a local service center. My learning has been provided by a deaf lady who has the time and patience to teach hearing people her language. My studies and practice include classes, various texts, and television programming that is closed-captioned for the deaf. This past spring I was able to attend the play, *Children of a Lesser God*, that was put on by a local theater group with actors using American Sign Language in addition to the speaking parts.

I have communicated with the deaf during volunteer service at the local library. I would like to do more communication with the deaf, but a lot of the opportunities are in places

that are far away from my home. The things that I have learned about deaf culture through my studies will remain with me all of my life; there is so much that many in the hearing world know little about. I plan to continue my studies and would like to be a sign language interpreter someday.

German from Camp, from Tutors, from Travel

From Christian McKee (WI):

In my studies of languages, I have made effective use of high schools, universities, tutors, language camps, and travel abroad. In all of these except for the university classes, I have worked with native speakers.

My first experience with German speakers was at the Concordia Language Villages, which uses an immersion approach. I first attended their German camp in the summer of 1988, when I was 10. Since then, the study of foreign languages has been a very big part of my life (see GWS #81 and #84). I have continued to attend the German camp every summer for the past six years, and this summer I will be a counselor there.

In addition to the "total immersion" of camp, I have furthered my study of German during school years by working with a tutor and taking classes. I took a German course which combined fourth- and fifth-year students at my district high school and I took "Honors Introdaction to German literature" at the University of Wisconsin-Madison. The high school course was taught by a native speaker who had tutored me the previous three years. She was a good teacher, spoke perfect English, and liked kids. The fact that she was a native speaker was clearly evident in her pronunciation, which is a major advantage to learning a language from someone who has spoken it from birth. My college course was taught by a non-native professor of German. She had, unfortunately, the worst pronunciation I have ever heard. That was the only area of her teaching that suffered from her not being German born, however. In general, apart from learning to *speak* well, having a native speaker teaching in a classroom setting does not make a big difference. Good teachers, native or not, are able to teach grammar and other parts of the language. The classroom experience was a good one for me, and would be for anyone who learns well in traditional settings, likes to work in groups, or wants to learn classroom skills.

I have done the majority of my language study with private tutors, many of them native speakers, and I find that tutoring is the best option for continuous study. Most of the time, being tutored by a native speaker is a tremendous advantage, because you get to hear the language with perfect pronunciation and rhythmic flow. However, you cannot assume that because someone is a native speaker they have an inborn ability to teach their language. I have worked with some native speakers who were poor teachers. This experience taught me to be more careful in selecting my tutors. Through informal interviews I try to learn about the tutor's teaching style and teaching experience, taking special note of how we get along.

I have been fortunate to work with tutors who also became good friends. These working friendships have given me better insight into foreign culture. My German tutor helped me connect with a group of people with whom I could speak German on a weekly basis. My French tutor took me to restaurants where the food is typical of Francophone nations, and also had me reading French cartoons.

Travel abroad, though, is the best possible way to learn about the language and culture of another country and to be in constant contact with the language. Last year I spent three weeks in Germany with 17 other kids. The trip was organized by Concordia Language Villages and called "Credit Abroad." (When it was all over we each received one credit of high school German.) I think if you're interested in travel with an emphasis on language, it's best to stay with a host family, not in a hotel. I learned much more from my host family than from anyone else.

Most people I know look on travel as a long-term goal, not as a way for a beginner to learn a language. Native speakers on their own soil speak very rapidly and can be very difficult for foreigners, experienced or not, to understand. There were many people in my group who had problems with comprehension. Beginners found it difficult; those with a few years of German experience could find ways to work around their problems.

In my study of foreign language, working with native speakers has been at the center of my efforts and I try to work with them whenever possible. I'm a better speaker of both French and German for it.

French Camp

From Molly Richman (PA):

Last summer I almost went to France for a week. And I say "almost" because going to Camp Boisvert is almost like being in France. Camp Boisvert (Boisvert means Greenwood in French) is a camp where, aside from doing the regular camp activities, you also learn and speak French.

My mother heard about Camp Boisvert through non-homeschooling friends of ours whose daughter Naomi goes there every summer. At the camp each child takes on a French name, and speaks French to everyone there.

The camp even takes children who don't speak any French at first, but I

Grade levels 6-12.

Case Studies in Bioethics by Ronnee Yashon

The thirty-one easy to use case studies in this book are interesting, fun and up to date. They will engage students and teachers. The case study format is excellent for small group discussions and writing assignments. Chapter titles include: Transplantation, The Human Genome Project, Scientific Ethics and Ecology. Included are: questions, group and individual work sheets, background information and legal issues for each case.

Send check for $24.95 + $3.50 shipping to RJ Publications, PO Box 354, Medford, MA 02155

think that it's better to come in knowing some French, especially if it will be your first camp experience. There were two girls in my cabin who didn't speak any French at first, and they didn't have a very good time. Before going to camp I used a French book called "Louis Souris," and we also talked a good deal of French in my home.

When we arrived at Camp Boisvert, there was a big sign in front of the lodge that said "Bien-venue," welcome. We showed my "passport" to a person in front of the lodge. I almost immediately felt bombarded with French, as all the people we were dealing with spoke a fluent French to Mommy and me. Luckily, if we didn't understand what they were saying, they switched to English, and so we stumbled through turning in the forms. I met my counselor and she showed me our cabin. The cabins were all named after different provinces in France – my cabin was Bretagne. I took out my stuff, and then we walked around for the other two hours, and almost all of what Mommy said was in French. Later, a little girl asked me if my mother was French because she had kept speaking French to me the first day.

That night, when I was in my cabin, Madame Sylvie, the lady who ran the camp, came around to each cabin and asked each child a few questions in French to determine which small group we would be put in. Each small group was taught by either a native French speaker or a French teacher, and there were four different levels of small groups so that kids could learn at their level. Two girls from my cabin and I were put in the advanced small group. I was surprised by how disrespectful some of the children were to our small group teacher, especially one boy. He really disrupted the class some days, although I was able to learn anyway. I was the youngest in my small group, but only by six days – another girl from my cabin was just six days older than me. She and I became good friends, and did almost everything together for the rest of the week.

The girls in my cabin had no problem with my being home-schooled, and I had no trouble adjusting to the camp routine. If anything, I think that being home-schooled gave me an advantage in French skills, for I had been able to start learning French earlier than most children.

That year the theme for the camp was stories, so every day the camp counselors put on a little skit in French. Then they would put on the skit a second time, only this time children who volunteered would act it out. That was fun, and I always tried to get a part in the skits. On the last day of camp each small group made up a little skit to give to the parents who picked us up. My group told (in French, of course) some memories of the week.

I guess my favorite thing about French Camp is that I can just say "Salut!" (hi) to somebody in passing, or say "Passe moi le pain," (pass me the bread) at meals, and nobody will look at me like I'm crazy. I've heard that people learn best in a "natural learning environment," and Camp Boisvert definitely is that. ◆

CLONLARA SCHOOL
HOME BASED EDUCATION PROGRAM

Clonlara...Home Education In A Class By Itself

Clonlara School Home Based Education Program is one of a kind. It provides home educating families with a comprehensive, innovative program, offering parents and their children choices galore.

Clonlara School gives families:
- peace of mind
- fully-functioning private school
- help in designing and operating your program
- counseling and guidance
- a subscription to The Learning Edge Newsletter

Pat Montgomery, Ph.D
Director

139

Clonlara serves all age ranges - early education through secondary.

For more information-

Clonlara School
Home Based Education Program
1289 Jewett Street
Ann Arbor, MI 48104
(313) 769-4515

Challenges & Concerns

Mother Lacks Enthusiasm for Learning

Tracy Woolery of Nebraska writes:

I am a mother of three children, ages 2 months, 4, and 6. I need some counsel from other homeschoolers. It seems like some common characteristics among homeschooling parents are excitement and enthusiasm for learning, their children's and their own. It seems to be this love of learning and life in general that motivates or propels them toward success. Now, in my case, I think I am not well-suited to homeschooling because I lack zeal for living, I'm not generally enthusiastic about learning, and I'm reluctant to start up activities and/or projects for my children.

Nevertheless, I am committed to homeschooling of my own free choice because I desire to do God's will according to his word. Feeling inadequate for the job yet committed to it forces me to ask what resources will help me where I am lacking. My husband and I believe that it is neither necessary nor best to teach a subject apart from a readiness and desire to learn, but do I need to work at creating this desire? I want my children to be self-motivated (from the heart and not by force). I want their learning to go at its own pace. Can my teaching/guiding role likewise be self-motivated and at my own pace? Or does my level of motivation and curiosity directly affect their own? Here's where I feel inadequate because I notice that my kids have been bored and unmotivated for a long time – just with their life in general. I have to wonder if they're mirroring me. My husband is more "normal" and enjoys working on projects with the kids and taking them on outings. They thrive on his creative energy.

You may wonder if I am doing anything to help my love of life grow. Yes, I love my Saviour, his word the Bible, and my spiritual family the church. Finding ways to serve in the church is very satisfying. I am also learning about herbs as medicine, about midwifery and natural childbirth, and about bread baking. I really enjoy learning these things. Then, when I want to relax and enjoy life, I bake, read, and write. This is the most positive, happiest season in my whole life right now, and yet I still battle with depression and I still feel I fall far short of the kind of love for life that I see in others. I try to think positive and find ways to share my life with others. Is this what I should do for my children?

Difficult Times

Barbara Walker of West Virginia writes:

I have been having a terrible week, or two weeks – it is hard to tell anymore. I feel useless and inadequate, as if nothing I try to do works. I feel so overwhelmed, I don't know where to begin.

I have been homeschooling for four years (the first one part-time). It doesn't seem to be working. Now and then, we have a wonderful day or a wonderful afternoon or even a good week, but it is not enough for my satisfaction. I guess the letters from mothers thinking about their work in GWS #104 reminded me of my need for meaningful work beyond my children's growth. It has been nagging at me since I started this adventure. Is it selfish to say that if I am putting so much energy into allowing my children to stay out of institutional schools, it should be enjoyable for all of us most of the time?

My husband is a professor at a small college. This was his first year teaching. We are able to pay the bills (barely, since we owe a lot on student loans) on his salary. I am grateful that he has work he enjoys. However, each week, I am home alone with three children four days without a car, and in town all day running errands with three children in tow one day. One day, we have friends here for a few hours, and on town day, we are with friends for a few hours. I love my children dearly, and I enjoy being with them and watching them grow and learn, but 45 hours a week alone with them is too much.

We have tried routines, we have tried no routines, we have tried letting go and we have tried structure. I have been tempted to buy curricula but figure it would lead to more fighting and then guilt about spending precious money on something we won't use. I have been active in support groups, I have taken regular nights out by myself, I have tried focusing on something other than the kids, I have tried focusing on the kids. Last weekend I went out to dig in my garden. It felt great, but I can only do that when there is someone around to take care of the baby.

Ben (almost 11) requires even more attention than the baby. He is very social and since we moved to this new place (almost a year ago), and since my husband needs the car for work and people in West Virginia are so spread out, Ben doesn't have much time with friends. We have a checklist of "schoolwork" for him to do each week. We came up with it together, trying to incorporate his need for choice and my need for dealing with the state's required portfolio assessment. We are always fighting about getting his work done. He loves to read, hates to write, likes to do math but doesn't like to admit it, loves to draw but doesn't until I suggest it, loves to do science experiments when he gets around to it.

If we didn't have to deal with laws about assessment, we would be fine. I know he would learn everything he needs to know if he were free to follow his interests. But I'm not a person who can just throw together a portfolio at the end of the year and have that be good enough.

Between a rock and a hard place. I will not send my children to institutions for a major part of their time, especially since they do not want to go.

BEST COPY AVAILABLE

But how to make homeschooling work for us? It always seems to come down to the life-draining culture we breathe in. How to live here in a life-supporting way?

Sarah Shapiro, our editorial assistant who has been volunteering here for several months, replied to Barbara:

Your children *are* going to be fine, and you *are* doing the most important work in the world, but it sure is hard to do what you're doing in the kind of isolation in which you're doing it. The things that we think of to recommend to you are things that might allow you to tap into more of a community and be less alone. If you're not already familiar with it, you might be interested in Jean Liedloff's book *The Continuum Concept*. Susannah particularly suggested that I mention Liedloff's discussion of how appropriate it is for adult women to have their own work to do, in conjunction with caring for children. I don't know what sorts of work you do, so it's hard for me to advise you on how you might apply this to your own situation, but when you talk about working in the garden it sounds like you are already trying to do this.

The second part of Leidloff's vision of the world that Susannah mentions is that nuclear families should not be completely alone, and that instead, for the sake of both adults and children, there needs to be more of a sense of community and support. So the question becomes how to create this sort of community and get this kind of support in the context of our world, and this is something that has been discussed in back issues of GWS. It's certainly difficult for you in some ways, living in a rural area as you do, but perhaps there are some ways to get around the isolation. Perhaps your 11 year old would be interested in doing some kind of volunteer work, or getting involved with other homeschoolers, or working with an adult, other than you, on a project like doing a science experiment or reading or drawing. We get inquiries from people who don't have children of their own but who are interested in homeschooling; perhaps someone like this might be able to work with your son in a sort of informal mentoring kind of capacity (or even more formal tutoring if your son desires), or you could find people to do this sort of thing by posting notices in libraries and other community places.

You might also think about drawing on the local homeschooling community by exchanging some service with a homeschooling teenager in return for, say, being with your younger children, or doing something with your older child. I don't know how you'd feel about this, but if there's no one local to do this, you could try advertising for someone from further away who could come and stay with you in return for room and board; perhaps someone from a city who is interested in trying out rural life or in learning some kind of skill that you have to share. We've heard of these arrangements working out in the past. Recently, for example, a Massachusetts family advertised in GWS for a homeschooling teenager to live with them and help with their toddler, and a girl from Arkansas has moved there, to the benefit of all, it sounds like. ...

Recently, Barbara wrote:

Thanks for your supportive response to my plea for help. Just the act of writing it and having real people to send it to and, I think, admitting to the world that I need help was a major step in finding some solutions to the problems.

Your suggestions are all good ones and I am working on finding some other adults for Ben to work with; this seems to be the most pressing need. I read *The Continuum Concept* five years ago and it continues to be one of the most important books I've read. It helped me learn to trust people more and to look at my children more as people and less as objects I am responsible for forming properly (i.e. perfectly). I still have a hard time finding tangible support and translating my ideals into actions.

I think part of the isolation I feel is merely the result of being new to this area. People here seem to be very self-reliant. I've tried hard to get out of the self-reliant mode and into a more interdependent way of life. Trouble is finding other people who want that, too.

Here's what we've done since I last wrote:

1. Ben and Tegan (4) and I started a school. We came up with a name, hours, a way of solving conflicts, and a flexible schedule. It is a democratically run and interest-led school like Sudbury Valley. It has three members: Ben, Tegan, and me. The main rule is that when school is in session, no household chores will be done. This way, I am not overwhelmed by trying to do three major jobs at once. Caring for a baby and being available to help children learn what they want to learn is much more do-able than doing these things and taking care of the house/yard/garden at the same time.

2. I've been reading stuff from Sudbury Valley School Press and have been trying to get to the point where I can let Ben lead his own way instead of requiring certain things like math and writing. Also, I have remembered that Ben will write and do math happily if someone (Mom or Dad) is sitting beside him doing it, too.

3. My work this summer, while Steve is home during the daytime to help with the kids, is to learn how to grow and preserve food. My long-term goal is to grow most of our food using the biointensive method. It is real labor, real work, healing work. I am beginning to understand that in order for people to be able to do real work and have children weaving in and out of it, there most be more than one adult for the children to weave in and out of. Also, I'm reminding myself that caring for a baby is real work.

I was thinking that there might be a family out there who would like to share our beautiful little acre in the country. It would require building a small house but would mean growing and learning together rather than in isolation. Anyone interested in talking (writing) about the idea, let us know.

Teenager Begins to Enjoy Homeschooling

[SS:] In January of 1994, Laurie Eberle wrote a note asking us if we had any back issues that dealt with new homeschoolers' concerns about socialization and

about the transition from school to homeschooling. She mentioned that she hoped to begin homeschooling with her four children, but her high school-aged daughter didn't want to try it and her third-grade son was afraid he wouldn't have any friends if he homeschooled. She asked what we thought she should do. I replied, in part:

Yes, there are back issues on the topics you mention. There's a lot of material about the socialization question, naturally, and a lot of stuff about kids making the transition from school to homeschooling, including some stories from or about kids who were at first unsure about homeschooling. ...

I'd really need to know more about each of your kids' situations and feelings before I could give a full answer, so maybe you or they would like to write again before ordering the issues (on the other hand, reading some of the material in the issues could stimulate discussion among you and then raise other questions, so maybe that should come first – whatever makes sense to you).

The main thing to say about both the questions you raise is that it's important that kids have at least a reasonable sense of what homeschooling could be like. Just as for many adults, the name itself can be so misleading that it engenders all sorts of doubts that might easily be assuaged if the person could picture homeschooling in a broader way. For example, a third grader who fears that if he leaves school he won't have any friends may need to hear about how he could keep up with those same friends anyway and how he could make new friends through all the various activities that might become part of his homeschooling life (involvement with homeschooling groups is an obvious one, but also any one of the million possible interests the child might have, which might be pursued through group activities). If the child has close friends in school, I would be clear and specific about how you would ensure that he be able to keep up with them – regular play dates, or whatever. Even though you know that homeschooling is flexible and that all sorts of things will emerge that you can't predict now, a child that young needs some kind of concrete description to be able to picture how things could be. If he's concerned about missing certain kinds of games on the playground, you can brainstorm various ways in which those opportunities would still be available.

As for the high school student, if someone truly enjoys school, I'm not in the business of trying to convince them they should leave. The question, of course, is whether such a young person would truly enjoy school more than other alternatives, and here again you have to help the teenager picture what those alternatives might be. I suspect *The Teenage Liberation Handbook* will go a long way toward doing this, as it has for so many, so I'll be interested to see how things stand after your high school student has read that book. Letters from teenage homeschoolers in GWS might help here too, because they show the range of what is possible and particularly show that homeschooling doesn't have to mean sitting at home with your parents all day. I work closely with several homeschooling teenagers, and if yours would like

CBSI 486 Computer Included

Earn $4,000 Per Month Performing Needed Services For Your Community From Your Home With A Computer!

Begin part-time and still retain the security of your present position. You do not need to own or know how to run a computer. If you purchase our software and training material, you will receive a computer at no extra cost. If you already own a computer, we will give you a discount. We have been in business 14 years and have developed over 25 services you can perform for your community. You will be assigned a program advisor who will help you start the programs that will fit your background.

Start now and build a lifetime business from your home that will benefit you, your family and your community.

To receive free cassettes plus color literature, call toll-free:

1-800-343-8014, ext. 58

Or Write:

Computer Business Services, Inc., CBSI Plaza, Ste. 58, Sheridan, IN 46069

to write to me directly, that's fine. But she needs to be at least somewhat interested in the idea for herself; otherwise it's difficult to have the discussion. If she's intrigued but also has some concerns, I can certainly talk about them. If after reading the TLH she still says "I have absolutely no interest in this," I wouldn't want to push it at that point.

Recently, Laurie wrote, saying, "We kept everyone home last year, including Anna (now 14), against your advice. She agreed to a year's trial, because she's that kind of girl and knew we really wanted her to. She was pretty grumpy about it and wouldn't even look at the book Real Lives." Laurie continued by saying that the year had ended up going very well for all four kids and that Anna had kept a journal about the year. Anna then sent us parts of that journal, and she added:

The following journal excerpts are from when I found out I would definitely be homeschooled, when we had just started and I found out it wasn't as bad as I thought it would be, and when I really got into it.

I didn't know until last week that my mom had written to you concerning whether she should take me out of school. I think that if she had listened to your advice and let me go back to school, I would have wanted to quit within three months anyway. But it worked out all right the way it was done, although it would have been smoother if I had just gotten out when I thought it was time.

Now we are doing quite nicely, I think. We unschool, having no daily curriculum. Tuesdays and Wednesdays I work at a sign shop; Monday and Thursday evenings I have soccer practice (I am now on a club team that is not associated with the school), and on Wednesdays and weekends I have soccer games. Other than that my activities revolve around what interests me at the time. I always read a lot of books, both fiction and non-fiction. Right now I'm reading *Don't Know Much About History* by Kenneth E. Davis. I can highly recommend it. I also just got a new bike, on which I will introduce myself to off-road biking. I would like to learn how to maintain it myself. I'm sure I will be able to do that with a little effort. Just this afternoon, somehow owls came into the conversation. I know very little about them, and that will be my next project.

From Anna's journal:

August 27, 1994:

I'm definitely homeschooling. Part good, part bad. Good because I'll get to be an awesome skier and find out who my real friends are; bad because I probably won't get to see anyone but my closest friends. I will have a season ski pass at Sugarbush, though, in addition to my Mad River Glen pass, so at least I will be able to ski with my friends. I wish I could just go to school! But my parents say no and I haven't been able to argue my way out, so I'll have to make the best of it.

Yesterday we had a birthday party for my brother Sam, and I had some friends over too. We had a pretty good time and they stayed overnight, but it was annoying having them talking about what they would be doing once they were back in school, even if it did sound dumb. Oh well!

I hope I can ski with "the group" at Sugarbush on the weekends. I don't see why not. I don't know what I'll do during the week, though. I'd get tired of just skiing with Sam and Nick [Anna's younger brothers] all the time, even if they can pretty much keep up. Maybe I'll find another homeschooler who skis well and would ski with me.

September 12, 1994:

I am so mad about not being able to play soccer at school! The school's reasoning is that I can't represent a school's sports team if I don't go to that school. That's just an excuse, though. They're annoyed about homeschoolers even existing and they don't want to make things pleasant and easy. That would have been my only regular link with everyone from school who's not a really good friend of mine. What a pain!

These past two days have been pretty good. Yesterday I went to a referee clinic (I'm going to ref. some of the little kids' soccer games). It was good, and the guy teaching knew what he was talking about. I also got to see quite a few of my friends from school. I talked with everyone, and they all wish I was back at school, which is nice.

After the clinic I had one of my good friends over and we talked and talked about just about everything. We are really good friends again, which we weren't in seventh grade. Probably we're better friends now because I don't go to school and she doesn't have to worry about popularity, etc. Today I went over to her house for a little while, and from there to a coaching meeting. There again I saw a bunch of my friends and we talked a little about homeschooling. Most of the girls thought they'd want to see more of their friends but a lot of the guys really liked the idea. It could be pretty fun if someone else would homeschool with me, but most parents wouldn't agree.

The head coach I will be assisting offered me a job in his sign shop two afternoons a week. That should be fun. I've always thought it looked like a neat job.

The days are filling up better than I thought they would, but I'm still not too excited about homeschooling.

February 24, 1995:

Yeah! I won the Mad River mogul competition! Actually, I beat everyone, boys and girls. I couldn't have done that after sitting in a classroom seven hours a day, five days a week. I'm really improving, and having fun, which is more important.

... I'm tired of skiing with "the group." It gets boring. They're good skiiers but because they spend the week in class they aren't in good enough shape to keep it up for more than 6-10 good runs. Also, they stop to talk and I get pretty impatient, although I try not to show it. I'm going to have to find some other people to ski with, or go off on my own. I think it's time to test my limits and ski with a group where I'm near the bottom instead of the top.

In a couple of weeks, some of my friends are throwing a big party and I'm invited. That should be fun. I'll get to see a lot of my not-so-close friends and it's nice to keep in touch.

Tomorrow I'm definitely going skiing. Too bad my friends have to sit in school; I really feel sorry for them. ◆

Focus

Learning from Mistakes

For this issue's Focus, parents and kids write about how they've learned from mistakes made in their learning and in their homeschooling.

Curriculum Didn't Work

From Heather Witkes of Pennsylvania:

I started homeschooling this year for the first time. Everyone in my family was uncertain as to how it would all turn out. We decided that we didn't want to totally unschool, but we also didn't want to homeschool as if we were still in school, with Mom standing at a blackboard with a pointer. At the last minute my family and I questioned our homeschooling method. We ordered a set curriculum and an advisory teaching service.

When the curriculum came we got right to work. We had received textbooks, tests, and many big books of questions and answers. We also received a manual telling us what to do each day. For two weeks we worked hard and happily, without a complaint. The next week, though, my mom, my sister, and I were starting to get a little stressed out. I had a big history book from which I had to read many pages each day. I hate to say this, but the book was so bland. It was all dates and names. I wrote in my notebook like crazy and sometimes one unit in my history book equaled about five pages in my notebook. I started to hate history, even though it had been one of my favorite subjects.

The big problem with our curriculum wasn't centered on me, though. It was about my sister, April. My mom and April were constantly at each other's throats. One of April's subjects was composition, which she hated more than anything. We call April a free thinker because she is always coming up with good ideas for stories, poems, and projects. The problem with the composition part of April's curriculum was that she hated to be told what to write and so wouldn't write at all anymore. Mom and April were always having screaming matches, which usually made Mom very stressed out.

I was beginning to question the whole idea of homeschooling when at the end of the month Mom told us that we didn't have to follow any more strict rules and that we could write any way we wanted to. We still use some of the curriculum, but now we've incorporated a lot of our own material into it. I no longer have to finish my work during dinner and April has written numerous poems and compositions. She is also starting her own novel.

Once we were free of our strict schedule, we had a lot more time to do different things. For example, during the wintertime we would build a fire and sit on the couch and read the *Little House* books together. We would sometimes act out scenes from *Hamlet* and *Macbeth.* I was able to start volunteering at the library for four hours a week. I could sit at the computer for hours thinking up stories. We started watching educational but fun TV programs like "Bill Nye the Science Guy."

We are all very happy with homeschooling now and excited about next year. We have learned the right homeschooling method for us. This is how we have learned from our mistake.

Learning to Trust; Learning to Handle Others' Comments

From Linda Tagliaferro (NY):

I think I made two mistakes as a homeschooling parent. One was in thinking that children only learn when you teach them and the other was in thinking that I had to answer everyone's questions about homeschooling, as if I owed it to them because I was doing something so different.

My first mistake came about because we are taught that children need to be molded and pushed before they'll even have the desire to learn. My son Eric is now 14, but when he was much younger, I subscribed to this "they'll never learn unless taught" theory. It was only through observation and experience that Eric taught *me* that children not only love to learn – you really can't stop them, unless you put them in a regimented environment and tell them that their own ideas and interests are worthless – but children are also tremendously capable of finding things out on their own.

When Eric was a "pre-homeschooler," my husband told me that Eric knew the entire alphabet. I answered, "That's impossible, because I never taught it to him." My husband insisted, and I finally asked Eric the names of each of the letters. It finally hit me that when Eric was building with his blocks or eating or looking out the window or running around and he asked, "What's that letter, Mommy?", he had been absorbing the answer.

Another time, when Eric was 2, my mother came to visit and we were discussing the benefits of breastfeeding. I happened to mention something about not worrying about

144 BEST COPY AVAILABLE

"fluid retention." Eric was for all intents and purposes engrossed in his toys during this discussion. But five hours later, he asked, "Mommy, what's fluid retention?"

I could go on, but the lesson I eventually learned was that children are unstoppable and that we are not their teachers. In many ways, we are their students. I learned from Eric that when he was younger, my job was to function as an affectionate, attentive helper and answerer-of-questions. The more I showed him that if we didn't know the answer we could find someone or something (a book, tape, etc.) with the answer, the closer I was to allowing him to grow into the independent learner he is today.

One final note on this: last year, a number of pessimistic observers of our home school warned me that Eric would need to know about computers or he would never get a job, etc. I did worry occasionally, because both my husband and I are your quintessential computer illiterates. I only use my computer like a typewriter because I'm a writer and I was dragged kicking and screaming into the Information Age, and my husband is no Mac wizard.

But once again, Eric taught me that learning has nothing to do with enforced teaching. He decided to buy a computer, and when I suggested he look at some of the computer books I'd gotten out of the library, he skimmed through them but wasn't too impressed. Rather, he learned about the computer by trial and error. He taught himself word processing, spread sheets, how to use on-line services, graphics programs, and other skills that I know nothing about.

I recently sold some articles to the *New York Times*. After the initial thrill, I panicked when I realized that they had to be sent in by modem, a cyberfeat which I've never accomplished. Who saved the day? Eric, my self-taught computer genius, of course. "It's very simple if you think logically," he explained. This, of course, means nothing to someone like me, who's never had a logical thought in her life.

My second mistake was about "socialization" – mine. When my son was younger, I would cringe whenever some parent at the playground would ask where Eric went to school. I would get nervous and explain that we were doing something different, and half the time I would get an admonition such as, "But that's not legal!" or "You're going to get into a lot of trouble for this!"

What I learned from this mistake is that we are the masters of our own lives. When we truly feel that we're doing something that's right for us and for our children, we don't owe anyone a long explanation. I later found that a simple, short answer – without apologies – was all that was needed. As you feel better and better about your educational decision, the uninvited comments of others will roll off your back. Did your mother-in-law tell you your children belong in private school? Did your unmarried best friend tell you she knows all about how children should be raised? All of this can be met with a smile, a deep-seated feeling of confidence, and some very brief answers.

If I had it to do all over again, I'd smile at those doubting women in the playground and tell them that we're doing something *wonderful* – not necessarily something mainstream, but something that makes our whole family happy.

Should She Have Offered Rewards?

From Hayley Lindeman (DC):

I have just finished reading *Punished By Rewards* by Alfie Kohn, but six months too late. Last fall, my oldest son, Ian, was continuing with the violin lessons that he had requested. September marked the beginning of his second year. The first year was slow and boring for both of us. Then my interest was captured. I rented a violin for myself and began to understand the struggles of learning something completely new and not natural for me. I soared ahead with a passion, though with no real ear. Ian struggled through rhythm and practice sessions but clearly had an ear for music that I did not. Daily practice became a burden for him and a nightmare for me – or perhaps it was the reverse.

After a break in the summer, lessons resumed and so did the disputes over practicing. The teacher required daily practice and suggested all sorts of coercive methods. I bowed to the pressure (easily) and offered to reward Ian for practicing. The result was that he practiced every day for three months with fewer arguments and was moved up a level in the middle of the term.

On the day of the class concert, after I paid Ian his reward, he turned to me and said he would like to take a break from the violin, if that was OK. I had successfully removed his natural motivation for and joy in playing the violin. I learned by doing. The question is, will Ian ever go back to the violin? Can I walk away from that experience and let Ian add music to his life as he needs to?

I learned that rewards are punishment. But I still don't know what to do in situations where the desires are mixed: "I want to play the violin, but I don't want to practice." Still, I'm glad I listened to Ian in this situation. He stopped

playing the violin in January, and we were out of town for six weeks after that. When we returned home, he joined friends who were attending a dress rehearsal of Bizet's "Carmen." This was so tantalizing that the children returned for a second view of a dress rehearsal. Then they decided to stand in line early Saturday morning to get standing-room-only tickets for Sunday's performance. Saturday night, we all watched a video of the opera and talked through the libretto. Sunday's performance was exciting and thoroughly enjoyed by all.

Ian marched around the house singing the Toreador's Song for several weeks. About the same time, he became obsessed with the Beatles' "Sergeant Pepper's Lonely Hearts Club Band" album. He sat for hours listening to it over and over until he could sing all the songs. Do I need to worry about music being a part of his life? I guess not.

Taking Responsibility for Violin Practice

From Sarah Berkley Mantell (NY):

Many of the things that some people would think of as mistakes for me just don't fit the definition of the word. For instance, when I began playing the violin about three years ago at age 9, we were using the standard Suzuki method, which involves lots of listening to the music you are learning and a whole lot of parent participation. But I found that this method resulted in a bit of excess shouting and my mom having to be my policewoman all the time.

After a family talk, we decided that I should take full responsibility for my practice sessions and that my mother did not have to feel responsible or embarrassed if I did not practice or achieve the goals that were set for me. I happened to have had an extraordinary teacher at the time (she left for California last week), so when we told her about our decisions, she was very accommodating. We adjusted the Suzuki method slightly to fit our needs. The result is that my mom still sits in on classes and occasionally reminds me what my teacher says or sits in on a practice session. But if she is less involved in my practicing and I take the responsibility, we are all happier for it.

I do not consider starting out with the regular Suzuki method a mistake, though. It was just the process I went through in starting a new activity, like the way some people wiggle around and adjust their clothes in the process of settling down in a comfortable chair.

Balancing Schedules

From Debbie Westheimer (OH):

I haven't quite worked out the whole concept of "mistake" and whether I even believe that the choices we make today can be seen as errors tomorrow. I am not well versed enough in philosophy, but something tells me that we cannot be at fault, we can only grow and perhaps know something differently over time. When we find ourselves saying, "If I had only known then what I know now, I would...", then certainly we have learned. But we had to make the original "wrong" step in order to have gained that insight. What would our lives be like if we didn't have this kind of opportunity?

During the Jewish year, there is a time for this kind of reflection. It is called Rosh Hashanah, the Jewish New Year. Here we have the opportunity to turn around and look back to see where we have missed the mark. If our goal was to hit the bull's eye on the archery range, where did we not hit center? I can share plenty of stray arrows.

I often have the misconception that however our household operates in any one day or week or hour, that is how we have always operated. For example, in late May when we were pressured to get crops in the garden and at the same time preparing for a number of family concerts and for the Clonlara Home Based Education Program conference, I felt that we were failing at the very heart of our homeschooling experience. I had named the most important aspect of our homeschooling "individual time." I want time to be the biggest gift that homeschooling can offer our children. There was no time to give at the end of May.

I often feel that my husband Dick and I eat up much of the kids' individual time by the choices that we ourselves make. For instance, I assume that growing our own vegetables takes more time than if we were to purchase them (I bet someone would like to prove me wrong). Just maintaining a family of seven takes more time than, let's say, a family of four would take.

If I look harder, though, I can see that there are other times in our year that are not as demanding. Once the freezer is full of spinach and broccoli, we do have more time for other things. Of course I should be grateful that we can garden, that we have the good health to do so and ample space to carry out that plan. There is an argument about our family size. Perhaps we can accomplish more because we have more hands with which to do all the work. I have to admit that the older kids can bring in hay themselves this year. Still I have the habit of falling into discontent's way when I see our family work so hard to maintain itself without regard to personal interests.

The other mistake I continue to make is getting "too full." There was a time I overscheduled my children; now I overschedule myself. I am involved in too many groups: the food co-op, the home school network, the havurah (Jewish fellowship), the women's healing network, and the inside workings of all these supports. In other words, I am not just a member, I am a very involved member. The way I learned to lessen the *kids'* overscheduling is that I asked them to read through our homeschooling group's newsletter and let me know if there was an event that they wanted to attend. I was amazed to discover that no one wanted to attend the dinosaur class at the museum or the class on magnets. There was a time not too long ago when I would take them to everything that was offered without even asking them ahead of time if they were interested. Just today we asked the older boys to decide between 4-H and Investment Club. If only I were as disciplined with my own choices! It's been a long time since I've made the time to help Hannah on her 4-H project, for example. We started reading the Cat project book and then I went to harvest

the peas and never returned to the project. Perhaps the kids have plenty of time to discover their own interests, but what I lack is time to support them fully.

Proving Herself with Textbooks

From Dillon Wright-Fitzgerald (PA):

When I was in the equivalent of fifth grade, I made a mistake of not trusting myself enough. That year, my family moved to rural Pennsylvania from inner-city Baltimore. We found the Pennsylvania homeschool law to be much more demanding than the Maryland one had been, requiring daily records of 180 days a year, a portfolio, etc. We had always been very free and easy regarding education, and I had basically discovered, with some help from my parents, how to read, write, add, multiply, think, dream, imagine ... I felt free, and hadn't thought much about my "education" until coming face to face with the PA law. My mother started to get anxious that we wouldn't be able to meet the law's standards and a lot of her anxiety rubbed off on me.

As a result, when I saw what various Pennsylvania friends of ours had done with their time (projects, science fairs, scads of "extracurricular activities," etc.), I started to feel insignificant. When I asked myself what homeschooling I had done in Baltimore, I would answer myself with a bitter, "Nothing! I did nothing." Little did I know that I had done so much. I had learned to read through listening over my mother's shoulder when she was helping my older brother with *his* reading. When I was 6, I made flashcards for myself. I learned to add and subtract in the kitchen, or while playing with my abacus. For a week I watched the progress of the baby birds that had been born in our wisteria vine. I took Irish step dancing lessons. But mostly I played. And played. And played.

When we moved I was in fifth grade, and the school board offered to lend us textbooks to use that year. I decided to use them, feeling a need to prove myself and do some "real schoolwork" for a change.

At the very beginning, when I, a lifelong homeschooler, got my first look at the world of school by using a textbook, it didn't appeal to me. But I used textbooks anyway. I don't regret the fact that I used textbooks as much as I regret that I tricked myself into thinking I needed to use them. And I *did* use them, all year. No matter how boring I found my history textbook, which was an incredibly watered down, chopped up, blended, and half-baked view of South American history, I still used it. I gave up writing my silly, fanciful stories and trudged through *Language for Daily Use*. I felt a yearning for some structure, so I tried, without much success, to write goals for myself at the beginning of every week and felt guilty if I failed to follow through on them.

This turned out to be a mistake. After practically two years of using textbooks, I felt extremely burned out, sick of it all, and guilty that I felt that way. I *had* read other books in addition to my textbooks and had done some activities that were my own choice, but the excessive baby talk of the textbooks seemed to permeate the entire year. There was a lot of guilt mixed in with those years, guilt when I procrastinated and didn't read the week's science chapter, guilt when I failed to record an entire month's work and had to go back and remember everything I had done. I started to wonder why I didn't feel motivated. Now I can laugh at myself: why didn't I feel motivated? It was because of the textbooks I forced myself to use, the textbooks that left no room between their "extra projects" and "review questions" for motivation and excitement. It was through the library books I read, through the wildflower collection that *I* decided to make and through the plays I saw that I actually learned something.

It took me a while to realize this, but when I couldn't stand to get near the American History text from the school, I came to the conclusion that I *did not need it*. It was through those horrid years of self-imposed textbooks that I learned to let myself go. I discovered that I could do *as well* as kids in school, but I didn't need to do my learning *like* school. Essentially, that's what those textbooks taught me. They taught me that I don't need to use them. But, I feel certain that the only way I could have learned that was by using them. Sadly, most of what I read about South America has escaped my memory. But you can bet I learned something from my mistake. I learned that learning is exactly what I was doing throughout my childhood in Baltimore – part of life. Textbooks somehow separated it from everyday life, made it a condensed, meaningless monotony. I'll take real books, thank you very much!

Feeling Comfortable with Math Mistakes

From Caitlin Fahey (NM):

Similar to everyone else, I make mistakes in all areas: academics, sports, music, everything that I'm involved in. It's always been hard for me to come to terms with making mistakes. Take my least favorite subject, for instance, which just so happens to be math. My public school career lasted two long years when I was in the second and third grades. The teacher would explain something, maybe write something on the board, and then ask if anyone had any questions. I would never raise my hand even if I had a question, for fear of getting laughed at, receiving a bad grade, or getting teased by my classmates. To put it simply, I was afraid to make mistakes.

I think homeschooling has helped me tremendously because it's an environment where I feel comfortable to make mistakes and to go at my own pace without being laughed at or pushed beyond my ability. I'm not perfectly cured of my fear of mistakes, but now I realize that a huge part of learning is making mistakes. In homeschooling, it's nicer for me to do math because there are no other kids right there with me so I don't have to worry about being laughed at or about receiving bad grades. I do a math lesson and then my mother and I will go over it together and check if any of my answers were incorrect. If they were, we correct them together. I feel a combination of frustration and of, "Oh, I get it now!" So I'm less afraid.

Also, I play the cello, and I've always had trouble with

sight reading. It's always been hard for me to sight read quickly, and getting the rhythm is especially difficult. When I make a mistake, I'll just start over. There's no pressure. I think I do learn from those mistakes, because I realize what the note is and can apply it the next time.

If we were all perfect at everything we tried, the minute we tried it, then what would be the point of learning something? Even though I wouldn't think so at times, making mistakes is what makes the learning process fun and challenging. You learn from your mistakes and then there will be a time similar to the one before when you can apply your knowledge to help you prevent that mistake from happening again. If it does happen again, you can still try the next time.

Planned Too Many Classes

From Orese Fahey (NM):

I feel I have made countless mistakes over the years as a homeschooling parent. Each mistake was a valuable learning tool for our family, so I have come to appreciate my stumblings and experiments and don't feel I have to apologize for too many of them. They always plunge me into the question, "Why didn't this work?" and help me to get busy finding a new way.

I'll describe my most recent mistake/discovery. My husband and I are self-employed, so we have a lot of freedom in our scheduling of work, homeschooling, and outside activities. We have three daughters, ages 13, 10, and 7. Each of us passionately pursues many interests, so the five of us have much that we love to do every day, as well as much that we have to do to keep the house, business, and family going. Spring is always a very intense time, as our daughters have music recitals and our oldest has a symphony performance and a duet competition on top of her usual studies, her apprenticeship at the animal hospital, her babysitting job, and helping around the house.

As all the spring performances and classes were winding down, I was busily collecting a folder of information on all the summer activities around town – a wonderful architecture class for our middle daughter, a volunteer position at the zoo for our oldest, drawing classes, Spanish classes. Since so much is offered for school-age children during the summer, there were a lot of possibilities. However, as each of the existing classes came to an end in May, I felt great joy and relief as we eliminated yet another drain on our time, energy, and money. I began to eye the summer folder with suspicion. Did I really want to turn around and sign up for all these new classes? Did I really want to drive around in the heat, spend the money, give my time? Also, I asked myself, had the children requested these classes or was I just picking out what I thought they'd enjoy?

I realized that I have been like a rabbit in a lettuce patch when it comes to "extracurricular" classes for our children, even though years of running our lives around this outside schedule has shown me that too much feasting can take its toll. The positive aspect is that the children have learned an enormous amount, have been exposed to a wide variety of people, subjects, and situations, and have made friends with their teachers and the children in these classes. The down side is that we have to spend hours preparing and practicing for them, driving to them, funding them. Our daughters had come to expect this level of activity and input. Many times our studies and family time were fit in around the tyranny of these scheduled events, which sat like boulders in the stream of our week.

As I noted my joyous reaction to the end of each outside commitment this spring, I realized it was simply habit that spurred me to collect the information on summer classes and that we were caught in a level of busyness that was no longer nourishing to our family. I wondered if this habit came from a lack of confidence on my part, a feeling that outside teachers of special classes would be more enjoyable or beneficial to the girls than being home with me, or if I was afraid to let the girls have too much unscheduled time because I didn't trust them to use it well. Part of it came from these feelings. A great deal of it came from the typical parental desire to give one's children the best. Also, our children have always been such enthusiastic participants in everything.

I threw the folder in the trash. The girls may have been willing to sign up for more experiences but it was definitely time for me to take a break. The summer was now open. We discussed as a family what we would like to do. I knew that I wanted to garden, write, and exercise during my free time. The girls all wanted to join the swim team at the city pool down the street. I agreed because we value daily exercise and because they could ride their bikes to and from the pool.

Caitlin, 13, wanted to keep working at the animal hospital on Friday mornings. We also agreed with this, as it is very important to her and she can ride her bike there. She kept her babysitting job, which is right across the street. Ravenna, 10, got a job babysitting for two architects who work out of their home, also within biking distance. So in addition to earning money she was also spending time talking to the architects and looking at their work – this as opposed to spending money on the architecture class for kids that would also have required my driving her.

I started to see that we would still have a rather busy summer but that important elements were different. First, we were staying in the neighborhood, so that I wasn't using all my free time driving kids around. Second, instead of patching together interesting classes, we were open to opportunities as they arose and would still have time for in-house pursuits. Third, we were assessing our choices based on the whole family's needs, meaning that my needs were not taking a back seat to my role as facilitator/chauffeur and my husband's needs were not taking a back seat to his role as patron/wage earner.

Yes, the girls would have enjoyed new classes and activities. But this more organic way of assessing, questioning, feeling – waiting to see what came along, what evolved, before we committed to ready-made situations – has really brought about a profound shift. ◆

146 BEST COPY AVAILABLE

Watching Children Learn

How School Looks to a Homeschooled Volunteer

We sometimes talk about what happens when a homeschooler goes into school for one class or activity – does this affect the others in the school in any kind of positive way, because the homeschooler is there voluntarily and may bring in a new kind of enthusiasm or vitality? Another interesting question is what happens when homeschoolers go into schools not as students but as assistants or helpers of some kind. How does school look to these kids, and to what degree are they able to be allies of the other children or advocates on their behalf? Joanna Hoyt (ME) writes:

I have been a home learner all my life, mostly self-taught. We have grown more and more radical over the years, but up through the year when I would have been in third grade I went to school for the "Specials" – art, music, computer and Phys. Ed. Two years ago I started going back to school, one afternoon a week, as a volunteer in the art room.

My own concept of why I volunteer in the school has changed. At first I went because I wanted to help J.M., the teacher who had been my favorite of the various Specials teachers because I felt that she really knew and cared about me. So I spent most of my volunteer time doing things for her – mounting artwork, organizing shelves, reading to the children to hold their attention so that she could go slowly from table to table without interruptions. I enjoyed it. J.M. helped me with my drawing in between classes, and it felt good to work with her.

Gradually, however, the emphasis of my work began changing. While I still helped and was helped by J.M., and later K.H., I became more and more interested in the children. By the middle of the year, before J.M. had left to have her baby and K.H. had arrived in her place, I spent the class periods at one of the tables, sitting and working with the children. By now I have a few tables I usually sit at. When I can, and if they ask it, I will help the children with their work – draw a straight line for them, unstick a glue bottle, or describe what a deer (duck, pyramid, outline of Maine) looks like. Mostly I simply listen to them.

For that is much of what they need – to be listened to. K.H. and J.M. both care about the children, and try to do what is best for them. I think they are exceptional teachers. But with twenty-five students in a class and forty minutes for activity, set-up, and clean-up, they do not have time to answer the children's many and wide-ranging questions.

And the children would learn a lot if their questions were answered. David, a second-grade student, wondered aloud once if the ancient Egyptians had water towers. "They had water," he said, "so they must have had water towers." John, sitting across the table from him, disagreed. "I don't think they did. That's like saying, they had the sun so they must have had electricity! Or TV!" There was a short pause, and John added, "I don't know when they started making water towers." I didn't know either, and I said so. Sometimes I did know the answer. I was able to tell David what sort of tail a deer had, and some of the reasons why. To me, this is one of the most important things about my work in the art class – either being able to give answers or to ask more questions with the children.

And then there are their stories. The children in many cases say that they do not see their parents much, that their time is too full when they are at home, and school does not provide any audience for Mikey (who is in first grade) to tell about the time his mother saw a snake, for John to describe his sister's trip to Morocco, for Caitlin to talk to quietly about her dreams for the house she will have some day. I am glad I can be there so that they can at least tell me.

Since K.H. has arrived, I have also been able to slowly change her perspective on the children and on what they should learn. Once she complained to me that the children seemed to be just fooling around with the paint, not really experimenting with techniques. I said something about what the children seemed to feel about their work – how Brittany had agonized over how to draw a duck, how Ian kept asking the world in general, "Do these colors go together..?" and then answering himself, how many children stopped me and showed me the colors they had mixed and proudly told me their "color recipes." I also said that I thought they didn't have much time when they could play around. Yes, she could see that, she said – they were children, they needed time to play. "Although I would like the art room to be more than just that, too," she added. "It's a dilemma." It most certainly is, a perpetual dilemma.

And when Mikey, dramatic, quick-thinking, sometimes more interested in talking and acting out his stories than in doing the official activity, was being discussed by a panel on "students at academic risk" with a diagnosis of Attention-Deficit Disorder being considered, I was able to persuade K.H. to go to the meeting and tell them what she had just told me – that in the art room he seemed healthy and quite capable of concentrating if he felt like it. (I am lucky – K.H. is very open-minded and treats me as an equal when we talk, though she is an adult and I am only 13. Of course, she

persuades me too sometimes – she persuaded me to look hard at modern art instead of dismissing it as ugly.)

At first she had not intended to go to the meeting; she had seen no signs of disorder in Mikey, so she felt she had nothing to contribute. I suggested to her that perhaps there *was* no disorder, and if so someone should say so. She simply had not thought of that, and she went. She is now interested in shifting the emphasis of her classes more onto the processes that intrigue the children and the ways of seeing things that intrigue her, despite the fact that she was told on arrival by a school official that "this school has a high emphasis on product." And at my suggestion she is going to be reading John Holt over the summer, with an eye to helping her children (both her own children and those that she teaches) better next year. She often expresses frustration at how little time she has with the individual children, and I do not know how to change that. But I feel that I have done some good by volunteering there.

Siblings as Friends

Cindy Gaddis of Pennsylvania writes:

•

I know that parents have written to GWS about their concern that two of their children were inseparable friends and that it didn't seem to matter to the children if they had other friends. I also have two children that are inseparable and this concern has passed through my mind many times. It popped into my head again the other day, and so I began to contemplate it.

When a child has a best friend outside of the family, parents often proudly state that their child and another child are inseparable best friends and how wonderful that is. However, when two siblings are inseparable, a parent will state this with concern and wonder what is wrong with the children. Now, think about each relationship. First of all, when two children from different households are friends, they only see each other as often as they want. If they get mad at one another, they can simply go home. On the flip side, when two siblings are friends, they could spend all day together, especially if they are homeschooled. If they get mad at one another, they need to reconcile quickly and fairly to ensure that the warm atmosphere of the home continues. When you compare these two relationships, which fosters a child's ability to have successful relationships in the future, especially when it comes to marriage? I believe this is why we are born into families. Within the safe boundaries of the family, we learn to love, to respect one another, to disagree constructively, etc.

Then I thought about my own friendships outside my family, those that have endured the years. I have two girlfriends with whom I have basically kept in touch. The first is a girl that I knew and played with daily from birth to 12 years of age. She was my childhood sister. We spent all day together during those years, dreamed together and grew up together. The other is a girl whom I met at about age 13 and hung with off and on throughout my teenage years. She was the one who taught me to put on make-up, do my hair, wear my first heels and dress (I was a tomboy through and through), etc. She was my big sister; she taught me to be a girl. Now, I was the type of person who had many friends; however, there are only two with whom I keep in touch now. Why? I feel it is because they filled the family role of sister (although I had a sister as well). I also keep in touch with and have strong memories of a boy cousin with whom I became inseparable one year in my teens because he fulfilled the brother role (although I also had two brothers). In contemplating these facts, I realized that maybe one has favorite friends because they fulfill or resemble a family role.

Then I asked myself why I did not develop these sibling friendships within my own family. Among other personal reasons, I feel it is because the public school mentality hinders it. I remember someone stating, I believe in the home education realm, that the public school personnel encourage parents on a subconscious level to become allies *with* the school system *against* their children. And when I think back on my own feelings and the feelings of many of my peers, our parents were basically considered the enemy along with the teachers. I never

Creative Homeschooling

Grades K-12
Since 1975

Integrative Learning For Body, Mind and Spirit

Oak Meadow School
Post Office Box 712
Blacksburg, VA 24063
(703) 731-3263

Educate with Ease

1.800.634.7738
for a free catalogue ARISTOPLAY

Calculus By and For Young People

The book: (reviewed in the Dec. '88 ***Scientific American***, M-J '89 ***Home Education Mag.*** + ..), $13.95; Worksheet book: (questions lead student to concepts), $22.95; 2 Videos: (Ch.1 Infinite Series & Ch.8 Iteration), $42.95 each; A Map to Calculus (a 15"x18" flowchart), $7.95; and **NEW ! "Changing Shapes With Matrices"; $9.95**

Save! All 6 items ordered together $124.90 + s&h; M/C, V; add $4 s&h/order in US; others add 20%, in USD on a US bank; IL add 7 1/4% tax

"We are certainly enjoying your Calculus book and Worksheets. We agree 'This book is **not** a one year course!' Thank you for the joy and light which permeate these books." - Karl Cooper, RI, who with his wife, are homeschooling their 11, 9, and 7 year olds.

"What I really like about your worksheets is that they invite the reader to really engage in serious work and hard thinking in such a delightful and low-key way. Moreover, it seems like children like Beth (age 8) can use them independently without the need for hand-holding or cheerleading. After Beth received your worksheet book she didn't want to go to school and is now being homeschooled!" - Meg Bennett, Meg Bennett's Almanac, Niskayuna , NY.

To Order:
Don Cohen, 809 Stratford Dr., Champaign, IL 61821-4140; **Call toll free** US & Can: 1-800-356-4559
Fax: 1- 217-356-4593
email: dcohen@prairienet.org

wanted to be seen with my parents and I only talked of what they denied me. Furthermore, I considered my siblings uncool; therefore, they were to be ignored and never spoken of except in irritating contexts (bothersome younger siblings and bossy older siblings). Thus, in essence, the public school influence aids in dividing families. (Of course, I realize other factors can be just as influential if not more so, such as all kinds abuses – physical, sexual, or substance – that may go on.)

After all of these thoughts made their way through my head, I realized that the reason we are concerned when our children become best friends is because our public school upbringing says it is not normal, because it wasn't normal during our day. I now feel that the socialization of children begins in the home and will naturally extend to the outside when the children have practiced it within the home and feel comfortable with it. As an analogy, a concert pianist chooses a trusted colleague who will judge his pieces fairly and constructively, after which he will practice many months in the nurturing atmosphere of his own home until each piece is perfected, before he will subject himself to the harsh criticism of the concert before thousands. Home is the practice field for the world.

I do not wish to imply that friends outside of the family have no value, because my children enjoy making and having friends outside of the family as well. However, I will no longer feel guilty that my children are each other's best friend. I would love to hear from other readers regarding this topic.

What You're Up To

[SS:] Anyone who thinks homeschoolers sit at home all day should skim through our collection of local support group newsletters. Here's a random sampling of recently listed activities from groups around the country – use it to inspire yourselves or to reassure those who worry about homeschoolers' isolation:

Sports Day • Soccer games • Gym Night • Contra dancing • Fishing • Tour of a recycling plant • Weekly walks with a naturalist • Fossil hunting and camping trip • Fish hatchery field trip • Stream Team Day (testing and exploring local stream water) • Summer Picnic • Candle making workshop • Tie-dye Day • Workshops for homeschoolers at an arts center • Calligraphy class • Found objects sculpture making • Art Fair • Potato Printing Day • Comics Day • Book club for 10-15 year olds • Song sharing • Frog dissection • Observing Surgery Day at the Vet's • American Sign Language classes • Work sessions at an archeological dig • Performing theater • Native American Appreciation Day • Winter Light Festival • Survival Skills Day • North America in 1776, social studies fair • Day camps for homeschoolers

Volunteering at the Zoo

Carmen Nolan of Florida writes:

I have always loved animals with all my heart; I can't remember not caring for animals. My Mom deserves credit for getting me involved at the local zoo. She called to see what kind of volunteer opportunities were available there, and as a result I was enrolled in an eight-week, mini-zoology, docent training course. I graduated from the course in November and began volunteering as a docent immediately. Many people believe that volunteering at the zoo is mainly shoveling animal waste, but it is not! As a matter of fact, I don't do that at all! A docent is a volunteer teacher and, in that capacity, I have had to learn a great deal about a wide variety of animals, as well as about public speaking, in order to conduct tours, provide animal encounters, and participate in community outreach programs. I was very honored to receive the Central Florida Zoo's "Rookie of the Year 1994" award.

As a volunteer at the zoo, I have learned so much. I am treated equally by staff members and feel like everyone at the zoo is just one big, happy family. In addition to caring for our animals, we all care for one another. I am the youngest docent the zoo has ever had. At 15, I am able to work and learn alongside adults in the business world and have fun at the same time.

As a direct result of volunteering at the zoo, I have been able to affirm the career I would like to pursue. I started working with the licensed rehabilitationist there and have decided that I would like to do that type of work. Animal rehabilitation would be a very fulfilling and rewarding field for me. In addition, I am also interested in the study of primates and the use of sign language with them.

As of this date, in addition to being a docent at our local zoo, I am also a paid employee. I have been hired as a teaching assistant for one of the many educational programs for children that the zoo offers. This opportunity is especially thrilling because I feel that I have earned it through my volunteer work and dedication, and because I am still pretty young. I feel very privileged to

Home Education Magazine

"Informative and commonsense"
- Library Journal
"In-depth and well balanced"
- Librarian's Handbook

Articles, news, ten regular columnists, letters from readers, resources & reviews in every issue!

• $3.50 Current Issue • $20.00 One Year (6 issues) •

Check out our forum on AOL: Keyword HEM

Home Education Magazine • POB 1083 • Tonasket, WA 98855 • 509-486-1351

have the adult world believe in me enough to give me a place in the working environment that I enjoy so very much!

Homeschooler Opens Her Own Store

[SS:] Long-time homeschooler Emily Bergson-Shilcock (PA) recently opened her own store, as the following local news stories describe. I want to preface these stories by saying that I know some readers will be tempted to think of this accomplishment as another of those amazing feats that have nothing to do with their *child. Because in this case I happen to know both the homeschooler and her family well, I know that this store, while indeed a wonderful accomplishment, is not something that happened magically. In a sense, Emily has been gradually preparing for this her whole life. She always loved to play store and games that involved writing checks, and she loved to set up real ways of earning money for herself. Her parents helped in all sorts of ways (one example was finding an old – but real, not toy – cash register for Emily to play with. When she got older, they helped her find an apprenticeship (which turned into a job) with a local shop owner.*

This is just a sketchy outline of the many, many activities that, even though nobody realized it at the time, led to Emily's being able to open this store – and of course her parents' support and help have been crucial to the launching of this adult-sized project as well.

From an article in the Suburban and Wayne Times:

Destination of Independence opened Friday with Bryn Mawr's youngest entrepreneur ready to greet customers – Emily Bergson-Shilcock is just 17 years old.

She has been homeschooled all her life, learned her first lessons about commerce at age 11 with a cash register, and learned how to keep a checkbook even earlier at age eight with her first bank account. "I learned by doing the real things," she says of the homeschooling her parents, Susan Shilcock and Peter Bergson, gave her, her two sisters and brother.

One of those *real things* was apprenticing at the T-Shirt Tunnel in Bryn Mawr. She spent several hours a week there for five years, so Bergson-Shilcock is no tyro at shopkeeping.

What propelled her into a tiny shop on Lancaster Avenue was her awareness of her mother's severe arthritis and the consequent difficulty of grasping things. She had seen the frustration of not being able to do simple things when she performed at nursing homes and senior centers first with a violin quintet and more recently with a ballet ensemble.

"I became aware of disabilities and the things people can't do. Often they get something out of a catalogue and it doesn't work. They can try things in my store – it's hands-on."

And Bergson-Shilcock has put up a small sign which says she'll assemble anything she sells that needs putting together.

To launch her Destination, she picked about 90 very basic items to stock – gadgets that attach to a phone for holding onto it without gripping, put out a lamp without cramping one's fingers, turn on a faucet easily, pull out wall plugs, items for the garden and devices to help reach for things. ...

And from an article in another local newspaper, The Daily Times:

... "I want to work with people who have a need," says Bergson-Shilcock, 17. "If I don't have a product to solve their particular problem, I'll work with them to find a product."

Such products include no-slip kitchen utensils, special book stands, and easy-reachers to grab hard-to-reach objects. And there's much more.

So, where does she get the inspiration and spunk at such a young age?

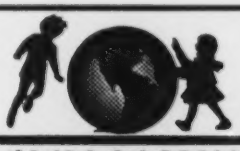
One source is her mother who has suffered from rheumatoid arthritis for the past eight years. She is now determined to make things easier for people with physical problems. However, Bergson-Shilcock also has a fierce entrepreneurial spirit, partially due to the business acumen of her father.

But she has always loved business and is no neophyte to the retail world. She learned the basics from working at T-Shirt Tunnel on Bryn Mawr Avenue for the past five years. Because of her interest in business the owner taught Bergson-Shilcock as much as possible about running a business.

Although relatively young, it wasn't hard for her to decide to open a business. Getting into the system wasn't that difficult, Bergson-Shilcock said. "People just take it for granted you must be older than you look if you're doing these things."

Leasing a small store, with the help of her father, was one of her first steps. Then she had to overcome getting a line of credit. At first, when Bergson-Shilcock would apply for a line of credit with a supplier, they'd request three trade references. Bergson-Shilcock wondered how a new business obtains that first trade reference and found that "if you prepaid enough orders, they begin to trust you."

Today, Bergson-Shilcock deals with about 10 or 12 manufacturers she found through catalogs. ... ◆



HANDS-ON PRESS

At Hands-On Press, we believe that the best learning is done hands-on. It's been proven again and again. That's why we specialize in independent learning guides full of activities to excite young people.

We also know that students are individuals, and will have differences in areas of interest. Our self-directed guides provide them with room to run in areas they find most interesting, and plenty of suggestions to enable them to go a little deeper.

Please call or write to us for more information. At Hands-On Press, we're putting the fun back in learning!

2601 ZEPHYR Dept G
COLO SPRINGS CO 80920
(719) 593-1816

Off-Campus Colleges

It's possible to go to college without actually going there. These stories are about nontraditional college programs.

Goddard College

Kirsten Shepler (Venezuela) writes:

When I made the decision to homeschool, my views on many subjects changed, one of which was my view on college. After having the freedom of designing my own education and learning through experience, I just couldn't see myself choosing to go back to an imposed curriculum. I have done a lot of reading about what other homeschoolers have done concerning college. Many have decided to go on to traditional colleges and have been very successful. Others have opted for experience by finding an apprenticeship or the like. However, I find it very interesting that no one has ever talked about the third alternative – that is, a nonconventional degree program.

One such nonconventional degree program is offered by Goddard College in Plainfield, Vermont. Goddard College's off-campus program combines experience with academic study and offers the security of a degree. Students use campus facilities and resources only during the week-long on-campus residencies that begin each semester. At those residencies, students plan large-scale full-semester independent study. After the residencies, they carry out their study plans in the field, keeping in touch with their faculty members through correspondence every three weeks. Goddard College uses student- and faculty-written evaluation reports instead of grades. They evaluate progress toward the degree in holistic terms that include, but are not limited to, achievement in academic studies. They award credit for the whole semester rather than for each part of it. That is, credit is not fragmented by disciplines but is granted on the basis of an integrated curriculum.

One resource for learning more about nonconventional degree programs is *College Degrees by Mail*, by John Bear. Unfortunately, many of these programs are limited to adults 25 or older. Goddard was willing to consider me for their off-campus program because of my homeschooling endeavors. Therefore, I stressed my homeschooling philosophy when applying. Goddard's admission process is similar to that of traditional institutions, but it does reflect its progressive philosophy. Usually, the requirements include SAT scores, an essay, three letters of recommendation, a high school transcript, and an interview.

Because I am a compulsory-school refuser, I chose not to take the SAT. Along with my application, I submitted a letter stating my reasons for not sending the scores. I said:

"I don't believe (1) that schools should have the function of ranking; that is, dividing people into winners and losers. (2) I believe that schools should not constantly test and measure us in order to rank us. By doing so, they teach us to believe that we *can* be tested and measured, or at least that everything important about us can be measured and the rest must not be important. The SAT *might* measure technical intelligence well. However, tests like the SAT can't measure important intelligence, like our insightful knowledge or our sense of wonder. (3) Finally, schools teach us to believe in what we might call the 'Divine Right of Experts.' Since they can dominate our lives, tell us what we have to learn and how, and grade us on how well we comprehend it, we naturally learn to believe that all through life there must be experts somewhere who know better than we do what is best for us and what we should do next. I believe that all of us are experts; that is, that reflection on our experience and intuitive insights will guide each of us to what we should do next."

The SAT doesn't evaluate both qualitatively and quantitatively; therefore, I chose not to submit myself to it. Goddard does evaluate both qualitatively and quantitatively, which was reflected in their essay questions: Who am I, where am I going, and how can Goddard help? I explained who I am in light of my passion, i.e., the kind of work I most need to do. Then I referred to a quote by Buechner which I used as the theme of my essay, and explained, "I am going 'to the place where my deep gladness and the world's deep hunger meet.'" I wrote about the different opportunities I am exploring for deeper commitment and deeper understanding.

Writing the essay was the hard part. The easy part was sending my high school transcript. My family participates in Clonlara's Home Based Education Program and they took care of the paperwork.

Goddard requires three letters of recommendation, one of which must be from an academic source. Again Clonlara came to the rescue and I got a wonderful recommendation from my support teacher. The second letter was written by the adult counselor for a church-related volunteer project in which I participated. The third letter could have kept me from being accepted. This person did not understand the nature of the off-campus program (although I had explained it to him) and he specifically mentioned that I would benefit from campus social life. This person had never openly disagreed with my choice to homeschool but it was obvious from his letter that he disagreed with it. I urge others to use only references that are openly supportive of homeschooling.

My interview with Goddard consisted of the typical admissions questions. However, there was one question that caught me off guard. I was asked how old my friends were. I replied that my friendships were based on shared interest and therefore I had friends of all different ages. In hindsight, I realized that this question probably reflected their concern regarding my ability to relate to the typical student in this program, i.e.

those over 30. I should have mentioned that my roommate during a scientific expedition was 87 years young!

At the end of my interview, the interviewer told me that letting a 17 year old enter the off-campus program was very unusual but she felt that I was prepared. My application and interview were reviewed by the admission committee and a week later I received *the letter.* I had been accepted to the off-campus bachelor's degree program! I felt such a rush of relief knowing that after all my efforts, I was on my way. I am further pursuing field work opportunities and looking forward to the experiences to come.

Kirsten writes about her experiences doing real-life science in GWS #102. For information about Goddard College, write Goddard College, Plainfield VT 05667 or call 802-454-8311.

Thomas Edison State College

Betty Breck of Iowa wrote in the National Homeschool Association Forum:

For homeschoolers wanting to continue their education at home through college, Thomas Edison State College (TESC) in New Jersey is the answer! TESC is an accredited state college open to students anywhere in the world. It is called an "external degree granting institution" because it enables students to consolidate credits from a variety of sources under one umbrella for a college degree comparable to that from any other accredited college and readily accepted for graduate study at any accredited university. TESC itself has no student body, no faculty, no classes, no dormitories, no campus – only an administrative headquarters.

Working with a Program Advisor, the student develops a Program Plan setting forth what courses are to be taken and how credits are to be earned. The Plan must be approved by the advisor and can be expanded or changed at any time. The process is admittedly quite complicated but the college provides excellent guidance materials which can be understood upon close study.

Through TESC, students can earn credits by a variety of methods including portfolio assessment, proficiency exams, on-line computer courses, correspondence courses from any accredited college, vocational, professional, or corporate training programs.

... TESC is intended to be a college for adults – that is, people over 21 years old. Any exception needs approval of the admissions staff. My homeschooled daughter, Kristina, had no problem whatsoever getting approval when she was 17. She simply wrote to TESC and explained that she had been homeschooled since first grade and was accustomed to setting her own educational goals and then structuring learning experiences and studying independently to fulfill them. She enclosed several newspaper articles about her homeschooling to convince the admissions staff that she was "sufficiently prepared to successfully participate in and benefit from TESC's unique educational program," as the catalog says.

Since Kristina was traveling with her trick horse show, she wanted a flexible college program that she could complete on the road (just as she completed her high school education through North American Correspondence Schools, Scranton PA 18515, while traveling with various animal shows, which took very little of her time and gave us the legal protection we felt we needed).

I can't remember TESC's exact requirements for entrance. Kristina had a NACS high school diploma, but TESC might accept homeschoolers without a diploma and they definitely accept GEDs. They do require that all incoming students take a basic reading and math skills test which they can administer anywhere.

For further information, write Admissions Office, Thomas Edison State College, 101 West State St, Trenton NJ 08608-1176.

Ask us for other issues of GWS with stories about homeschoolers in college and homeschoolers who have chosen alternatives to college. Issues are $3 for subscribers, $6 each for nonsubscribers.

Certificate Program at U-Mass

Manoj Padki of Massachusetts writes about a program that is not an off-campus program but is nevertheless nontraditional and may interest GWS readers as well:

I recently got a summer course catalog from the University of Massachusetts at Lowell. One innovation they have created is the Certificate program. These are a group of highly focused courses in a targeted area, for those who either don't want a degree or for professionals who want to upgrade their skills. The areas range from waste-water treatment to multimedia applications. I decided to follow up on one of these, the Certificate in UNIX (a computer operating system), to see how a homeschooler might directly get certified and also to see what the total outlay of time and money would be. The result pleasantly surprised me.

The Certificate in UNIX entails taking four core courses plus one elective from a choice of five. So that's only five courses, right? Wrong! Now you have to contend with prerequisites. Some of the requisites for certain electives are actually among the required courses, and in other cases you can qualify by getting a satisfactory score on the Math Placement Exam. So it looks to me like you can get a certificate in UNIX by taking about eight courses. At $330 per course, your total cash outlay would be under $3000. Of course, books and living expenses would be extra. Bear in mind that different Certificates have different requirements; some need seven core courses, for example.

As the UMass Lowell flier says, "Potential career paths for those who successfully complete the UNIX Certificate Program are: System Administrator, System Programmer, or Application Programmer." These are the so-called "high-tech, high-skill, high-wage" jobs of tomorrow that President Clinton keeps referring to. I prefer the inexpensive Certificate route to these jobs to his let's-send-everybody-to-college solution. ◆

Two Myths about Unschooling

Can a Christian Be an Unschooler?

From Pat Farenga:

Once in my travels across the country I was at dinner with some homeschoolers and one of them remarked to me, "You know, John Holt was right. I don't know of anyone who homeschools more than two or three years without throwing their curriculum out the window and developing their own by following their kids' interests. What we need is a Christian John Holt."

I thought to myself at the time, "What's so awful about the real John Holt? Why must John's rich and flexible ideas about education be claimed by someone else before they will be heard?" These questions re-emerged for me after I read an interesting article written by Mary Hood titled "Can a Christian be an Unschooler?" She frames many of the issues surrounding this question which I want to address.

Mary Hood feels that John Holt's ideas are rooted in the work of Rousseau; I respectfully disagree. In nearly all of John's work he emphasizes that the root of his ideas about learning is his direct observations of children and his own learning experiences. This, plus his lack of training as a professional teacher, form the basis for his deep trust and understanding of parents and children and of the possibilities for learning outside of school. The most that I think can be said is that Holt's conclusions on certain issues were similar to Rousseau's, but to claim that Holt's ideas are *rooted* in Rousseau's establishes an unfair bias against Holt for many readers, since it is immediately noted that the ideas of Rousseau are not Biblical in origin. In any case, again, it would be simply inaccurate to think that Holt himself felt that his work grew out of Rousseau's.

Hood goes on to contrast Calvin's idea about harshly disciplining children to force them down the right path with Rousseau's idea that natural man was born good and was debased by contact with the outside world. She then posits John Holt squarely on the side of Rousseau. Frankly, I find nothing in John Holt's writing to support this claim.

John never wrote that children are naturally good. However, he did often write that they are natural *learners* (*Learning all the Time*, p. 159, for example). In *How Children Learn* he wrote, "What I am trying to say about education rests on a belief that, though there is much evidence to support it, I cannot prove, and that may never be proved. Call it a faith. This faith is that man is by nature a learning animal. Birds fly, fish swim; man thinks and learns." To the criticism that all Holt advocated was leaving children alone, let me give a full quote to assure the context of this often misunderstood idea:

> Life is full of ironies. I wrote *How Children Learn* hoping to help introduce the natural, effortless, and effective ways of learning of the happy home into the schools. At times I fear I may only have helped to bring the strained, self-conscious, painful, and ineffective ways of learning of the schools into the home. To parents I say, above all else, don't let your home become some terrible miniature copy of the school. No lesson plans! No quizzes! No tests! No report cards! *Even leaving your children alone would be better; at least they could figure out some things on their own. Live together, as well as you can; enjoy life together, as much as you can.* [My emphasis - PF] Ask questions to find out something about the world itself, not to find out whether or not someone knows it.
>
> (*Teach Your Own*, p. 229)

John is saying leave children alone *rather than* give them unasked-for teaching. He is not advocating ignoring children as an educational precept. Parents and other concerned people are certainly part of the equation in unschooling: *Live together... enjoy life together...*

Nowhere in John's 10 books do I recall seeing any philosophical statement that children are naturally good and would grow up better if they had no contact with the outside world. In fact, John wrote often and passionately about how adults can help children learn by participating with other people, young and old, in activities in the real world. John also had his eyes open to the fact that people can be willfully bad: "Human society has never until now had to come to grips with the source of human evildoing, which is the wish to do evil..." (John was referring to the dropping of napalm and white phosphorous on men, women, and children in peasant villages in Vietnam. *The Underachieving School*, p. 117). Finally, John did advise people in his talks and writing to try, as much as possible, to think and expect the best of children and to give them second chances, indeed as many chances as you can; is this not scriptural?

Using a spectrum from Rousseau to Calvin, Hood locates Holt right next to Rousseau; then she writes that she actually feels more comfortable with someone in the middle, Charlotte Mason. However, I think from my reading of Holt that he is far more in tune with Charlotte Mason's ideas about good and evil than he is with Rousseau's! Mary describes Mason's position this way: that children were born neither good nor bad, but with tendencies towards both, and that our role as adults was to provide gentle guidance to those in our care.

According to Mary Hood's article, what differentiates a relaxed Christian homeschooler from an unschooler is that:

> ... inside, where it counts, I have an underlying structure, clearly defined goals, and a firm

Christian value system. We have a Christian family structure in our household, and our kids know that there are limits to their behavior. They don't run around flipping the TV on whenever they want to, and they don't call us by our first names…

… So can a Christian be an unschooler? I guess the answer is yes and no. I prefer the term relaxed. You can't be an unschooler and a Christian if that means you think the children are going to be perfect little flowers. You can't treat the family as if it was a total democracy if you believe in the Christian family structure. You can't let discipline go down the drain in the name of respecting children…

The unfortunate stereotype of unschoolers being unstructured, undisciplined, and doormats to their children is strongly implied here, and like all stereotypes it is wrong and unfair. Further, the term unschooling means many things now that it didn't mean when John coined the word to describe learning without going to school. When pressed for a definition of unschooling I now reply, "Allowing children as much freedom to explore the world as you can comfortably bear as their parent." However, for John Holt unschooling was simply a better word than homeschooling. If you look up "unschooling" in the index of *Teach Your Own* it says "See homeschooling."

More to the point, though, unschooling is an educational approach, an attitude towards learning. It refers to the ways in which we use books, materials, and experiences to learn and grow. The type of underlying structure you have inside yourself, your goals, value system, discipline, whether you watch TV or call parents by their first names, whether you use a patriarchal, democratic, or any other type of family structure, *are not unschooling issues; they are parenting issues.* Whether unschoolers or not, every parent must deal with these issues.

John Holt certainly offered advice about discipline and other parenting issues – sibling rivalry, kids testing the limits of their parents, and so on. Since homeschooling, no matter how it's done, does involve questions of how to live happily with one's children, it makes sense that John discussed these questions and that our readers often discuss them now. Indeed, I know of no homeschooling publication that can talk about teaching children at home without bringing up parenting issues at some point. The two are indeed related. But that doesn't mean that they are always identical, or that practicing a certain homeschooling style – for example, not using a packaged curriculum – necessarily means taking a certain position on family or parenting issues.

I want to end by noting that I agree with nearly all of what Mary Hood writes about children and learning. I respect that she learns from Holt's work and can take what she needs from it, leave what she doesn't like, and build from there. I just want to correct common misconceptions some Christians hold about Holt's work. Where Mary Hood and I differ is on matters of personal faith and parenting, which are very important matters but also very private and personal matters. Homeschoolers can agree on matters of how children learn and can even share a similar homeschooling style without agreeing on all of these personal issues; Christians *can* be unschoolers.

Mary Hood's book *The Relaxed Home School* is available from her for $10.95 + $2 shipping at PO Box 2524, Cartersville GA 30120.

Does Unschooling Mean Leaving Kids Alone?

From Susannah Sheffer:

Sometimes after I give a talk or just tell a story about something a homeschooler did or why I don't think school materials are necessary, I'll hear, "So you're saying, just leave kids alone?" Sometimes there's relief in the question and sometimes there's fear or skepticism. Either way, I feel like answering, "Yes – and no, not at all."

I think it's fair to say that many people are still unsure about what exactly it is that unschooling, or John Holt's work, advocates in this regard. Since Pat has addressed important misconceptions about unschooling from one angle, I want to address them from another, to see if I can say here what I mean to say to people who ask me that question about leaving kids alone.

My thoughts crystallize into three main points. The first is that yes, in some sense John Holt really did mean that kids can do a great deal on their own – that is to say, without direct adult involvement and without direct teaching. Just using my own childhood as a start, if I try to list all the things I did by myself or with other kids but without adults directing or helping or even having thought up the activity, I come up with a rich tapesty of memories: collecting shells and painting them, deciding to sell lemonade and cookies and doing it and counting the money, creating elaborate board games from scratch and playing them, reading nature magazines and biographies of famous people, doing logic puzzles, developing a complex social network among stuffed animals – well, I could go on. A big part of John's (and our) attitude toward children's learning involves recognizing that these kinds of activities count as homeschooling activities; they matter, kids learn from doing them. Not everything has to be thought up by an adult or directed by one. To give a simple example, a child curled up on the couch reading a book she has chosen to read is homeschooling as surely as the child reading what her mother assigned her.

Beyond this, by "leave kids alone" John often meant don't pressure them, don't bother them with unnecessary fears or worries or expectations, don't check all the time to see whether they're learning or how much. This may be the part of John Holt's work that's best known. If a child wasn't reading by age 8, John would likely have said, "Don't worry." If a child was trying to build a block tower and a well-meaning adult offered to help before finding out whether the help would be welcome, John would have pointed out that giving unasked-for help is discourteous and gives a child the message that we don't think he can figure it out for himself.

All of this is vintage John Holt, it seems to me; it is everywhere in his work, and nothing I will say here will

contradict it. But John cautioned against giving *unasked-for* help. He *didn't* say never give help, and he didn't say that adults and children shouldn't work together. This brings me to my second point.

In GWS #100, Joe Kelly wrote about the connections between *New Moon* magazine and unschooling. *New Moon* is a magazine for girls ages 8-14, and it's run by an editorial board of girls that age, in conjunction with a few adults. Joe tells me that the public has the hardest time understanding the nature of this collaborative relationship between adults and children. Some think that the girls put out the magazine entirely *on their own*, with no adult help at all. Others think that the girls editorial board is just for show, and that in fact the adults do all the real work. Neither is true. The truth lies in the complex, fascinating middle ground that is to me at the heart of unschooling and of so much of what we publish in GWS.

Years ago my friend Amanda Bergson-Shilcock created a flyer called "One Homeschooler's Answers." This is still in our Article Set 1; it's a list of commonly asked questions about homeschooling and Amanda's answers. Sometimes, when I had the flyer on a table at conferences, people would look at it and then ask, "Did she do this herself?" Again, sometimes they were delighted and sometimes they were skeptical, but either way, I didn't know how to answer. This was what had happened: Amanda and I were good friends. She often talked about those questions that every homeschooler gets asked. She said she wished she could answer them well, once and for all. I said something like, "Maybe you could write up something that would do that." She got interested and said, "Yeah, maybe I could make up a flyer or something and give it out to people!" The next time we talked, she asked me if we could brainstorm possible questions together, and she asked me to write them down. So we did that. Amanda thought of questions people asked her or questions she just wanted to address. I suggested a couple of others. I wrote them down and then gave her the list. She began going through them and dictating into a tape recorder her first thoughts about the answers (this was how she often liked to do things then). She sent me the tape and asked me to type up what she had so far. I did that. She asked me what I thought she should add or change. I made some suggestions about how to say something more smoothly and about what other things I thought people might want to know. She did some further work on her answers, and we went back and forth like this a few times. Some of the questions were easy for her to answer on the first try; others took more work, more back and forth, because she had to think about how to say what she had to say clearly and she needed more advice from me about what people would understand. After about a month or more, we had a flyer that Amanda felt good about. She drafted an introduction and we worked on that a bit. Then she asked me to print out a laser-printed copy of the whole thing, which I did.

So did she do it on her own, or not? I hope it's beginning to be clear that this is not a simple question. If I said yes, most people would think I meant that she did it *all by herself*, off in a room somewhere, only emerging at the end with the finished product. If I said no, many people would think something like, "Ah, I knew it; a 10-year-old could never have done that. You're saying that you, the adult, really did it." But neither of these is true.

The way Amanda worked on that flyer is probably the way many people of all ages work on many things. It's their idea, their project, their goal, but they want and value support, help, suggestions. What would you call it when 16-year-old Anna faxes me her essay every couple of days and asks me to tell her what else I think it needs or if anything is unclear? What would you call it when a mother answers her 5-year-old's repeated questions about what this word says, and that one, and that one? Is Anna writing the essay on her own? Well, yes, in the sense that I haven't assigned it and she gets to decide what to do with it. But no, if "on her own" means without anyone else's help or support. Is that 5-year-old learning to read on his own? Yes, in the sense that no one is planning a reading program for him or deciding that he should work on word recognition now. No, in the sense that his mother is involved in helping him by answering his questions about words.

Which brings me to my third point. As strongly as I believe that giving unasked-for help is discourteous, I believe just as strongly that giving *asked-for* help and support is important. Pat quotes John's saying that he feared some had used *How Children Learn* to justify bringing school's ways into the home. I fear there is also the potential for people to misread or misapply John's work and use it to justify not giving kids their support or help – and this is a kind of neglect, perhaps not as serious as physical neglect but serious nonetheless. (To be absolutely clear: I'm not saying adults should feel guilty if they can't always be perfectly supportive and helpful. I'm speaking here about an overall pattern or philosophy of homeschooling, not setting a standard for how each and every incident should be handled.)

Exploring exactly how to give appropriate help and support would be another essay entirely – in fact, it's the theme of every issue of GWS, in a way. Look at the "From Child's Work to Adult's Work" stories in GWS #104, for example, with an eye toward what the role of adults was in those kids' activities. Or look at the letters in GWS #80 about what kind of adult help is helpful. Or, for that matter, look at any of the stories in our "Watching Children Learn" sections. Or at my own book, *Writing Because We Love To*, which is in large measure about my efforts to offer the right balance of support and help to kids who are *in a sense* writing on their own. And finally, John Holt's many books give a much fuller, richer picture of what he actually said and believed than any of our summaries can do. With several of these books back in print this fall, it's a good time to turn back to these original works (or to discover them for the first time). Though, as Pat says, John used "unschooling" in the early days to refer to homeschooling in general, rather than to a specific approach,now that the term has come to be associated with his work and with an approach many GWS readers take, let's be sure we're clear about what that approach actually involves. ◆

Additions to Directory

Here are the additions and changes that have come in since our last issue went to press. Our complete 1995 Directory was published in issue #102. Our Directory is *not* a list of all subscribers, but only of those *who ask to be listed*, so that other GWS readers, or other interested people, may get in touch with them. If you would like to be included, please send the entry form or a 3x5 card (one family per card). Please take care to include all the information - last name, full address, and so on. Tell us if you would rather have your phone number and town listed instead of your mailing address (we don't have space to list both).

If a Directory listing is followed by a **(H)**, the family is willing to host GWS travelers who make advance arrangements in writing.

If a name in a GWS story is followed by a state abbreviation in parentheses (e.g. "Jane Goldstein (MA) writes...") that person is in the Directory. If the name is followed by the entire state name (e.g. "Jane Goldstein of Massachusetts writes...") then that person is not in the Directory. We are happy to forward mail to those whose addresses are *not* in the Directory. If you want us to forward the letter without reading it, mark the *outside* of the envelope with writer's name/description and the issue number. If you want us to read the letter and then forward it, please enclose another stamped envelope.

When you send us an address change for a subscription, please remind us if you are in the Directory, so we can change it here, too.

Please remember that we can't control how the Directory is used; if you receive unwanted mail as a result of being listed, just toss it out or recycle it.

AK — Andrew & Deborah BYDLON (Matthew/89, Christopher/91, Cheyenne/93) 1124 Heritage Dr, Wasilla 99654 (change) **(H)**

AZ — Kelly & Amber MARCUM (Lucas/81, Christina/82, Jessie/88) HC 63 Box 7179, Snowflake 85937 ••• Karen RASKIN-YOUNG & Bill YOUNG (Jeremy/84) 4403 E Rustic Knolls Ln, Flagstaff 86004

CA, North (zips 94000 & up) — Stewart & Alida BIRNAM (Ian/91, Rachel/94) 2312 Humboldt Av, El Cerrito 94530 ••• Caryn & Michael JONES (Katie/89, Maggie/92) 1696 Vallambrosa Av, Chico 95926 ••• Michael (mom) & Steve SCOTT (Samantha/82, Susannah/84) 1238 Carlotta Av, Berkeley 94707 **(H)**

CA, South (zips to 94000) — Allen & Leslie GORIN (Arielle/86, Anna/88) 440 Calle Yucca, Thousand Oaks 91360 ••• Linda & Irving VILLATORO (Itiel/90, Isua/92) 818-996-1532 (Van Nuys)

CT — Diane & David METZLER (Danielle/81, Stephen/84) 26 Shorelands Dr, Madison 06443

IL — Beth COUGHLIN & David WANG (Elise/84, Aaron/89, Hannah/91) 701 E Prospect Av, Lake Bluff 60044 (change) **(H)** ••• Tricia & Keith DREVETS (Paul/88, Megan/91, Peter/93) 1415 Judson Av, Evanston 60201 ••• Pete & Terri PACINI (Peter/88, Devin/92, Corey/95) 108 Austin Av, Carpentersville 60110-1506

IA — Susan & Jeff ZACHARAKIS-JUTZ (Frances/84, Reuben/86, George/88, David/92) 5025 120th St NE, Solon 52333-9155 (change) **(H)**

KS — Susan MAYO & Nassar ISLAM (Chloe/90) 200 W 93 St N, Valley Center 67147

LA — Mike & Janet FERGUSON (Ben/83, Patrick/86) 2152 Valentine Ct, New Orleans 70114 **(H)**

MA — Joan MIKALSON (Daniel/81, Henry/83) PO Box 2386, Amherst 01004 (change) **(H)** ••• Paul & Kathleen NEWMAN (Lindsay/87, Emma/91) 141 Ayer Rd, Harvard 01451 **(H)** ••• Michael & Pamela VANN (Elizabeth/88, Christopher/93) 33 Stafford St, PO Box 1274, Charlton City 01508 ••• Linda WERTHEIM (Jenna/83) 138 Melrose Av, Needham 02192

MN — Marti MARKUS & Tony PURVEY (Jess/90, Lee/92) 609 Queen Av S, Minneapolis 55405 **(H)**

MO — Joel & Karen HERMAN (Peri/85, Dylan/90) 1618 Wheeler St, Moberly 65270 (change)

MT — Harold & Sharon YOUNG (Alexander/79, Arthur/81, Emma/83, Dorothy/85, Teddy/89) HC 77 Box 75, Dixon 59831

NY — Roy & Laurie CHAMBERLAIN (Zachary/83, Ashley/85) 6247 Graham Rd, Elba 14058

NC — Martha & John DELAFIELD (Matthew/90, Thomas/92) 336 John Horton Rd, Apex 27502 ••• Ed & Janice HONEYCUTT (Elizabeth/88, Savannah/94) 505 E Oak Island Dr, Long Beach 28465

OH — Dee PIETSZYK (Maya/86, Kendra/88) Heights Homeschoolers, 2065 Halsey, S Euclid 44118 (change) **(H)**

OK — Alan & Leslie MAYER (Matthew/87, Sarah/88, Elizabeth/93) 4401 Quail Run Av, Skiatook 74070 **(H)** ••• Joyce & Earl SPURGIN (Catherine/81) 9401 S Lakes Estates, Tishomingo 73460

OR — Laurie TRIEGER & Larry COXE (Amalia/86, Dion/90) 2710 Polk St, Eugene 97405 (change)

VT — Donna & Steve BROOKS (Leif/90) RR 3 Box 302, Putney 05346 **(H)**

VA — Willie & Leslee Padin (Haley/90, Danika/94) 22 Wilson Av NW, Leesburg 22075

WA — Shileah & Michael COREY (Nicholas/84, Caleb/87, Gabriel/90, Isaiah/93) 4302 224th Pl SW, Mountlake Terrace 98043

WY — Breece & Sherryl FERGUSON (Alan/84, Elizabeth/86, Kelley/88, Denise/91) 1507 So Flat Rd, Worland 82401

Canada:

BC — Joan MILLER & Carl WHITNEY (Max/85, Emma/88) 253 Boyne St, New Westminster V3M 5J8 (change)

NWT — Jann & Tim BAIN (Kyrstin/89, Kerynne/93) PO Box 91, Old Crow, Yukon Y0B 1N0

NS — Margaret McLEOD (Melanie/82) 151 Ryan Ct, Fredericton E3A 2Y9

Ont — Deb BAKER (Jamie/83, Taylor/88) RR 1, 23 Dairy Ln, Huntsville P0A 1K0 ••• Joan WARREN & Les CARLSON (Ned/88) 15 Troy St, Kitchener N2H 1L7 (change)

Other Locations — Jan BROWNLIE (ELizabeth/82, Russell/84, Gareth/86) 225 Killarney Rd, Hamilton, **New Zealand (H)** ••• Alice FIALOWSKI (Melinda/91) Villanyi UT 8, Budapest 1114 **Hungary (H)** ••• Sophie & Huub HAESEN (Alexander/91, Esther/93, Friederike/94) 7, rue de la Montagne, F-68480 Vieux-Ferrette, **France (H)** ••• Marie & Michel HEITZMANN (Sasha/91, Ariane/93) Au Village #12, 1277 Borex, **Switzerland (H)** ••• Taggart & Lorraine KING (Rhianna/90, Megan/93) 7 Stour Ct, Braintree, Essex, CM7 6XG **England** ••• Valerie & Richard MOON (Brian/70, Andy & Cindy/80, Rosie/82) Det 4, Co A, 527th M.I. Bn, Unit 29058, APO AE 09081 (**Germany**) (change) **(H)** ••• Sally SHERMAN (Theo/84) PO Box 6 Retreat, St Mary, Jamaica, **W Indies (H)**

Groups to add to the Directory of Organizations:

OH — Heights Homeschoolers, 2065 Halsey, S Euclid 44118

SC — Home Organization of Parent Educators, c/o Griesemer, 1697 Dotterer's Run, Charleston 29414; 763-7833 ••• Homeschool Assoc of South Carolina, 1679 Memorial Park Rd Suite 179, Lancaster 29720

UT — Salt Lake Home Educators, 801-269-1997

VT — Windham County Homeschoolers, RR 2 Box 1332, Putney 05346

Address Changes:

MD - Montgomery Homeschool Resource Grp, 14220 Dennington Pl, Rockville 20853; 301-871-6431

PA — Chester County Homeschoolers, 226 Liandoverry, Exton 19341

Australia — Alternative Education Resource Grp, 7 Bartlett St, Moorabbin 3189, Victoria

Pen-Pals

Children wanting pen-pals should write to those listed. Please try to write to someone on the list before listing yourself, and remember to put your address on your letter. To be listed here, send name, age, address, and 1-3 words on interests. ••• Alina-Beth KNOLL (7) 3527 Standlea Rd, Toddville IA 52341; art, reading, animals ••• COREY, 4302 224th Pl SW, Mountlake Terrace WA 98043: Caleb (8) tap, piano, science; Nicholas (10) tap, piano, origami ••• Elizabeth STANLEY-HONEYCUTT (7) 505 E Oak Island Dr, Long Beach NC 28465; horses, American Girl books, Scouting ••• GERMAN,163 Kinsman Ridge Rd, Easton NH 03580: Sonya (16) travel, drawing, acting; Bill (14) movie-making, martial arts, television ••• Dylan VINCENT (11) 18690 Magnolia Estates, Prairieville LA 70769; Legos, outdoors, animals ••• Marissa MAXEY (13) 486 South N St, Livermore CA 94550; art, poetry, vegetarianism ••• Juliet SIMMONS (15) 12962 Archer Av, Lemont IL 60439; dogs, movies, building things ••• Melissa BICHELER (14) 70 Raymond Hts, Petaluma CA 94952; reading, writing, animals ••• SMITH, 245 N Undermountain Rd, Sheffield MA 01257: Charlie (12) sports, computers, collections; Leighton (8) acting, sports, drawing; Nellie (4) ballet, dolls, making forts ••• LEVINE, 73 Spook Rock Rd, Suffern NY 10901: Lauren (7) Barbies, horses, reading; Lindsay (4) Barbies, horses, ballet ••• KRAUSHAR, email address: jkraushar@aol.com: Elizabeth (8) animals, art, gymnastics; Matthew (9) ecology, sports, cartooning

---

ENTRY FORM FOR DIRECTORY

Use this form to send us a new entry or a substantial address change to be run in the next available issue of GWS.

Adults (first *and* last names):

Organization (only if address is same as family):

Children (names/birthyears):

Full address (Street, City, State, Zip):

Are you willing to host traveling GWS readers who make advance arrangements in writing? Yes ___ No ___

Are you in the 1995 Directory (GWS #102) Yes ___ No ___
Or in the additions in a subsequent issue? Yes ___ No ___

158

BEST COPY AVAILABLE

Subscriptions & Renewals

Subscriptions start with the next issue published. Our current rates are $25 for 6 issues, $45 for 12 issues, $60 for 18 issues. GWS is published every other month. A single issue costs $6.

Rates for Can**adian** subscribers: $28/yr. **Outside of North America**: $40/yr airmail, $28/yr surface mail (allow 2-3 months). Subscribers in U.S. territories pay U.S. rates.

Foreign payments must be either money orders in US funds or checks drawn on US banks. We can't afford to accept personal checks from Canadian accounts, even if they have "US funds" written on them. We suggest that foreign subscribers use MasterCard or Visa if possible.

Address Changes: If you're moving, let us know your new address as soon as possible. Please enclose a recent label (or copy of one). Issues missed because of a change of address (that we weren't notified about) may be replaced for $3 each. The post office destroys your missed issues and charges us a notification fee, so we can't afford to replace them without charge.

Renewals: At the bottom of the next page is a form you can use to renew your subscription. Please help us by renewing early.

How can you tell when your subscription expires? Look at this sample label:

A12345 123456 10/01/95
JIM AND MARY SMITH
16 MAIN ST
PLAINVILLE NY 01111

The number that is underlined in the example tells the date of the final issue for the subscription. The Smiths' sub expires with our 10/1/95 issue (#107, the next issue). But if we were to receive their renewal before the end of the previous month (9/30), they would qualify for the free bonus issue.

Reward for bringing in new subscribers: If you convince someone to become a new subscriber - to take out a subscription at $25 a year - you will receive a $5 credit which you can apply to any John Holt's Book and Music Store order or to your own subscription renewal. Check the box under your mailing label to indicate that you are the one who brought in this new subscriber, and then clip or copy the form and have your friend fill it out and enclose the $25 payment. We will process your friend's subscription and send you the $5 credit. **This offer does not apply to gift subscriptions or renewals.**

Writing to GWS

Please: (1) Put separate items of business (book orders, directory entries, letters to GWS, etc.) on separate pieces of paper. This helps us get them to the right people more quickly. (2) Put your name and address at the top of each letter. (3) If you're writing to a specific person, write "GWS" or "Holt Associates" on the envelope in addition to the individual's name.

How to write letters for publication in GWS:

1. Handwrite, type, or dictate your thoughts and send them in on paper, on a cassette tape, or on a 3.5" disc that can be read by a Macintosh (send the hard copy too).

2. There is no #2! We have no formal submission procedures, so rule #1 is all you need. Do tell us whether it's OK to use your name with the story (it's fine to be anonymous instead) and do bear in mind that we edit letters for space and clarity and that we often have much more great stuff than room to print it in a given issue, so it can take a while before something gets in.

The best way to get a sense of what kind of writing gets published in GWS is to look through a few issues. In general, we prefer writing that is in the first- or third-person ("I did this" or "She did that") rather than in the instructional or prescriptive second-person ("You should do this..."). We like to hear about what people did or tried, what did or didn't work, what they've observed or concluded or wondered as a result. GWS stories focus on how children learn, particularly how they learn outside of school settings, and how adults learn, particularly how they tried something new, figured something out, or made their way without school credentials. We are always interested in stories about how homeschoolers meet and deal with common issues – negotiating with a school district, pursuing a particular interest, learning to trust oneself – to name just a few.

We're always interested in responses to writing that has been published in the past, and GWS is often an ongoing conversation among its readers. Because there isn't much time between the day you get an issue of the magazine and the day the next issue goes to press, responses can't always be run right away, but we do try.

Most of the time, readers don't need a special invitation to write to GWS; just follow rule #1, above. When we are planning to have a section of an issue focus on a specific topic or question, we write or call people ahead of time inviting them to write on that topic. These are readers whom we suspect (based on previous correspondence) have experience with the subject or something to say on the topic. The more we hear from you, the more likely we are to know what you might be able to write about and thus the more likely we are to think of you when a particular topic comes up. For our regular Focus section, we ask kids who have written in the past, kids who have said they would like to write, and – mostly – kids chosen at random from the Directory and pen-pal listings. If you want to be asked to write for an upcoming Focus, drop us a card, or, better yet, write a GWS story about something else (your thoughts or experiences, your response to something in a previous issue).

We love hearing from readers whether or not we are able to publish the story, as all letters give us valuable information and food for thought.

Declassified Ads

Rates: 70c/word, $1/word boldface. Please tell these folks you saw the ad in GWS.

FREE Science Magazine loaded with experiments. TOPS Ideas, 10970 S Mulino Rd, Canby OR 97013.

If your children like LEGOS they will love MORTENSEN MATH. Students are drawn to the blocks and while they have fun, they learn Arithmetic, Algebra, Problem Solving, Measurement, even Chemistry. Special prices for GWS readers for limited time. FREE CATALOG! Call TODAY 1-800-338-9939.

Home Education Magazine now has a forum on America Online! Keyword HEM. Published since 1984, HEM offers feature articles, ten regular columnists, news and information, and much more in every 68 page issue! Current issue $4.50, One year $20 (6 issues). Free 24 page books and publications catalog. Home Education Press, PO Box 1083, Tonasket, WA 98855-1083. 509-486-1351. E-mail HomeEdMag@aol.com.

Good Stuff: Learning Tools for All Ages is a 1994 Parents Choice Award Winner! This 386 page educational resources book, completely updated August 1994, is an outstanding value for homeschoolers. By HEM Resources Editor Rebecca Rupp. $16.75 postpaid from Home Education Press, PO Box 1083, Tonasket, WA 98855-1083. 509-486-1351. E-mail HomeEdMag@aol.com. Free 24 page books catalog.

UBSORNE BOOKS: CONSULTANTS NEEDED! HOME SHOWS, BOOK FAIRS, DIRECT SALES. FREE BROCHURE: 800-705-7137.

LEARNING DISABILITIES EXPERT planning 1996 caseload. Interviewing worldwide. Acceptees guaranteed success. Professor Harold Baer, Bantad, Boac, Marinduque 4900, Philippines.

OPEN TO NEW IDEAS? INNOVATIVE science system developed in a one-room school. Interested? HART-HAWKSMORE LEARNING, Box 1292, Ellensburg, WA 98926; 509-962-5519.

Enjoy family and career. Build an enjoyable home-based business by making a positive difference in people's lives. $500-$1500 per month part-time within six months. For free information package call 800-484-6426 code 4320 or 413-772-0617.

PIANO LESSONS with experienced, patient teacher. Individualized curriculum according to student's learning style, interests. Beginners of all ages and advanced students welcome. Studios in Arlington, Brookline, Littleton MA. Call Inda 617-734-1136, 508-448-2497.

The editor of **The Quarterly Spread** is seeking poetry, commentary, and stories for upcoming issues. Order your complimentary copy of this elegant seasonal publication, edited by homeschooler. RR3 Box 278, Unadilla NY 13849.

Understand all humanity trio-rhythmically. Identify everyone by their physical, emotional, and reasoning natures. Send a large SASE to Don Stevens, POB 300365, Escondido CA 92030.

Free "Europe!" Geography Software Game. Used in homes and schools throughout the world. For information send e-mail to 73361.2733@compuserve.com

"I Found It! Educational Resources for the Rest of Us." New Newsletter includes sample activities/lessons and information on how to get your children started on computers. $10/year. Please call 916-488-6589 to subscribe.

CURRICULUM GUIDELINES, $3 per grade level + FREE unit study ideas. Please specify grade when ordering. 4536 SW 14 Ave., Cape Coral, FL 33914; 941-542-0534.

MOM'S MATH PROGRAM. Addition-Division. Requires DOS3 or up to DOS6.22. Send SASE: PO Box 6341, Apache Jct, AZ 85278, e-mail michele@primenet.com. Mother written and approved.

GUIDE TO UNCONVENTIONAL COLLEGES. Free information: Victor Campbell, 811 23rd St, Dept. G, Sacramento, CA 95816.

Save 20% on your own **educational software** purchases while earning $25/hour helping others learn about computers. Become an Educational Software consultant. We'll train you. Please call 916-488-6589 for details.

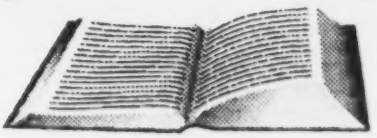
EXIT THE RAT RACE - Toll-free 1-800-228-8193 code #23970 for pre-recorded message. For further information please contact Janice Honeycutt 910-278-7113. Homeschooling mom with successful home-based business. Health and wealth!

DISASTER PREPAREDNESS. Is your family protected? Complete guidebook on where to get survival food, equipment, medical supplies. Send $10 (cash OK) to Wilder Books, Box 71, Laupahoehoe, HI 96764.

Lively, international, small-town **unschooling family offers teen room/board** for childcare (age 2 1/2). Stay weeks/months. Near jobs, lakes, skiing. Tanglewood. Maggie Sadoway, 57B Housatonic, Lenox MA 01240. 413-637-2169.

BEST COPY AVAILABLE

Book Reviews



Write Away: A Friendly Guide for Teenage Writers
by Peter Stillman #3254 $14.95 + $3.50 s/h

It's rare that I find a book for young people about writing that succeeds as well as this one does. What makes this one stand out – I should say, one of the many things that makes it stand out – is that it can be just as helpful to teenagers who don't think they like writing as to those who are already devoted writers.

On the one hand, the book is full of suggestions, things you can actually go and do, so it can help kids who feel they need some guidance or some sense of how to begin. I can imagine new homeschoolers finding it useful for that reason (that and the way Peter Stillman is appropriately critical of much of school writing instruction). On the other hand, the book is infused with an attitude, a way of thinking about writing, that makes an already committed writer smile with recognition. Here's how Peter Stillman starts the book:

> ... Yes, correctness is a part of writing, but it is a relatively small part. Furthermore, it is a final part, something to be seen to after we have established what we want to say and how we want to say it. ... Writing isn't meant to be a way to measure people against rules and standards. ... Writing is primarily for the *self*. It is a way to discover who we are, to measure our perceptions of life against others', to capture what is important or beautiful or mysterious before it passes from thought, to experience again and again the joy that comes when a written line matches closely a thought in your head.

Yet the book does attend to issues of correctness – of punctuation and spelling and paragraphing. It attends to them for exactly the reason I so often cite when I give workshops about this: "The best way to become comfortable about punctuation," the author writes, "is to believe you have something worthwhile to say on paper. What should happen as a result is that (1) you'll write more often and more thoughtfully; (2) you'll want every aspect of it to be right, including apostrophes." There follows a wonderful discussion of punctuation, including some of the best advice I've ever heard about using your ear, more than your eye, to judge whether you've punctuated correctly.

Many writing books are good either at offering a general attitude toward writing or at giving information about how to be correct. *Write Away* understands the relationship between the two and so addresses them both in a context that makes sense and rings true. I would feel comfortable (indeed, enthusiastic) about recommending this book to someone who said, "OK, my child understands that writing is mainly for saying something, but what *about* all those mechanical skills?" I would recommend it equally to someone who said, "I've learned the rules of writing, but why should I bother to write?" This is a book that speaks to both questions – clearly, directly to the teenagers, with humor, and from the heart. — Susannah Sheffer

Holt Associates/Growing Without Schooling is not supported by grants, foundations, or any other outside sources. Your subscriptions and book purchases are what help us continue our work.

Subscribe now and get our **FREE**
1995 DIRECTORY OF HOMESCHOOLING FAMILIES.
Growing Without Schooling (617) 864-3100

☐ YES! Send me a one year subscription (6 issues) to GROWING WITHOUT SCHOOLING and my FREE Directory of homeschooling families for *$25.00.

☐ Please bill me.
☐ My payment is enclosed. Place this card in envelope with:
Check or money order to GWS.
Visa or MasterCard #: _____
Expiration date: _____

Name _____
Address _____
City _____ State _____ Zip _____

**Please add $3.00 for Canadian and foreign surface mail orders, $15 for foreign air mail. (U.S. funds only, drawn on U.S. bank).*

Buy These... **Save These.**

Used books save money. Follett's books are ***15% off the retail price***.
Follett Home Education carries all major publishers, all grades (K-12) and all editions (new/old, in-print/out-of-print). You get all the same valuable information but for a lot less. For easy order placement Follett Home Education accepts VISA and MasterCard. Call us at our toll free number Monday thru Friday from 8:00-4:30 Central Time. Go ahead...give us a call and start saving money.

Used Books Save Money

FOLLETT
Home Education

Phone 1-800-554-5754

U.S. $6 Oct./Nov.. 1995

GROWING WITHOUT SCHOOLING

Issue 107

Homeschooling w
Non-Parental Adul
See page 16

More on To Comply or Not?
When Mother Lacks Enthusiasm
Exploring Mathematical Thinking
Qualified, But Not Credentialed
Letting Students Decide

PS 023970

BEST COPY AVAILABLE

Contents

News & Reports p. 3-4

The Value of Letting Students Decide, Homeschooling in the Military

To Comply or Not? p. 5-8

The discussion continues!

Exploring Mathematical Thinking p. 9-11

Too many homeschoolers still dislike math. Here are two stories with ideas about how to let kids explore what mathematical thinking really feels like.

Challenges & Concerns p. 12-15

Hard Times at 10, When Mother Lacks Enthusiasm

FOCUS: Homeschooling with a Non-Parental Adult p. 16-19

Interviews with a grandmother and an uncle

Watching Them Grow p. 20-21

How interests develop into adult work

Qualified, but not Credentialed p. 22-24

Interview with Charles Hayes, author of *Proving You're Qualified*

Watching Children Learn p. 25-28

When Writing is Difficult, Learning to Like Science, Politics and History Through Newsletter, Siblings as Friends

Book Reviews p. 31

Issue #107
Oct./Nov. 1995

GWS

Founded in 1977
By John Holt

Editor - Susannah Sheffer • Publisher - Patrick Farenga • Contributing Editor - Donna Richoux • Bookkeeper & Editorial Assistant - Mary Maher • Office Manager - Day Farenga • Subscription Manager - Randi Kelly • Shipping Manager - Phil Cranshaw • Catalog Order Processor - Steve Cobb • Clerk, Book Review Coordinator - Maureen Carey • Computer Administrator - Ginger Fitzsimmons • Office Assistants - Jennifer Fitzsimmons-Gauger, Jee Lun, Mandy Maher, Sue Miller, Marion Webster

Holt Associates Board of Directors:
Day Farenga, Patrick Farenga (Corporate President),
Mary Maher, Manoj Padki, Susannah Sheffer
Advisors to the Board:
Tom Maher, Mary Van Doren, Nancy Wallace

GWS Illustrations by Emily Linn
Cover Photo is of Aileen Aidnik and her granddaughter Shana. See Focus, p. 16.

Growing Without Schooling #107. Vol. 18, No. 3. ISSN #0475-5305. Published by Holt Associates, 2269 Mass. Ave., Cambridge MA 02140. $25/yr. Date of issue: October 1, 1995. Second-class postage paid at Boston, MA and at additional mailing offices.
POSTMASTER: Send address changes to GWS, 2269 Mass. Ave., Cambridge, MA 02140.
ADVERTISERS: Space reservation deadlines are the 1st of odd-numbered months. Copy deadlines are the 15th. Write for rates.

In this issue

"Can *anyone* homeschool?" This was the question that two different people asked me during the talks I gave at the Minnesota Homeschoolers Alliance conference in August. One phrased it the other way, as, "Is there anyone who can't or shouldn't homeschool?" I said some things about it being important for the kids to want to do it and for the parents to be willing to stay attentive to their kids and to be resourceful if changes are needed. I said that there was no one to whom, if they strongly wanted to do it and were willing to put their energy toward figuring out how to make it work, I would say, "Sorry, it's not for you."

Many people are surprised by this response, because many people assume that homeschooling is only possible for a tiny minority. For a long time, even when parents were coming up with their own creative solutions to meet this challenge, outsiders assumed that homeschooling was just impossible for parents who worked full time outside the home. I'm glad this perception is gradually changing. If kids aren't happy in school, I want their families to be able to consider homeschooling even if it isn't immediately clear how they would do it, even if the family doesn't fit the media's image of the typical homeschooler.

We know from years of hearing these stories that if the family members put their minds to the problem, they so often come up with a way for homeschooling to work. One interesting solution is to have someone other than the parent be the primary adult involved. In this issue of GWS, we interview a grandmother who is in this position and an uncle who tried it for a year. I think their stories are important both in an immediate sense and in farther-reaching ways.

Of course the most immediate importance was to the children, who benefited from homeschooling and might not have had the opportunity if the families had thought strictly in terms of parents being available during the day. Beyond this, these stories have implications for other families and indeed for our entire notion of what it means to say that the community is involved in education. Usually, that phrase connotes helping the schools, but what if it is conceived more broadly to mean helping children in all sorts of ways? If not only parents but also many other adults think about how to help children, this makes it increasingly possible for children to learn outside of school, even when they don't fit the typical homeschooler's profile.

Both the kids in this issue were fairly young, so it was necessary to think in terms of an adult who could take on primary responsibility for that child. When homeschoolers are older, several adults can share the job of helping out. The teenage homeschoolers I know whose parents work outside the home don't need to find an adult who can be involved in the full-time way described here; rather, they look for several people to be involved in a variety of ways. In both cases, though, the idea is to think broadly and creatively about how a child can be out of school and who will help make that possible. — Susannah Sheffer

News & Reports

The Value of Letting Students Decide

[SS:] It's always encouraging when publications outside of the homeschooling community run articles that confirm much of what many of us believe about children and learning. We like to let you know about these stories just because they're interesting and also so that you can use them to support your own arguments, if need be.

A story in the August 1995 *Atlantic Monthly* by Nicholas Lemann gives an inside look at the Educational Testing Service, which creates the SAT and other such tests. The piece is a lengthy exploration of the history of testing, especially the way in which our society has used tests to sort people into winners and losers. It's interesting in many ways, and worth looking up.

I only recently discovered a wonderful essay by Alfie Kohn in the September 1993 issue of the educational journal the *Phi Delta Kappan*. The piece is called "Choices for Children" and it's a detailed argument, supported by much research, in favor of letting students make more decisions about their learning than schools now let them make. I'll quote some of it here, but it's worth looking up the whole thing in a library. Or, you can order the issue from Phi Delta Kappan, PO Box 789, Bloomington IN 47402, for $4.50 plus a $3 processing fee:

> Educators are painfully well acquainted with the phenomenon known as "burnout." Some days it seems that the bulbs have gone out in most faculty lounges and administration buildings. But what if, hypothetically speaking, this syndrome also affected students? How would *they* talk and act? Teachers around the country to whom I have put this question immediately suggest such symptoms as disengagement and apathy – or, conversely, thoughtlessness and aggression. Either tuning out or acting out might signal that a student was burning out. In both cases, he or she would presumably just go through the motions of learning, handing in uninspired work and counting the minutes or days until freedom.
>
> Of course, no sooner is this sketch of a hypothetical student begun than we recognize it as a depiction of real life. The fact is that students act this way every day. But now let us ask what we know from research and experience in the workplace about the cause of burnout. The best predictor, it turns out, is not too much work, too little time, or too little compensation. Rather, it is powerlessness – a lack of control over what one is doing.
>
> ... One is repeatedly struck by the absurd spectacle of adults insisting that children need to become self-disciplined or lamenting that kids "just don't take responsibility for their own behavior" – while spending their days ordering children around. The truth is that, if we want children to *take* responsibility for their own behavior, we must first *give* them responsibility, and plenty of it. The way a child learns how to make decisions is by making decisions, not by following directions. As Constance Kamii has written:
>
> "We cannot expect children to accept ready-made values and truths all through school, and then suddenly make choices in adulthood. Likewise, we cannot expect them to be manipulated with reward and punishment in school, and to have the courage of a Martin Luther King in adulthood."
>
> ... To talk about the importance of choice is also to talk about democracy. At present, as Shelley Berman of Educators for Social Responsibility has drily noted, "We teach reading, writing, and math by [having students do] them, but we teach democracy by lecture." I belive it is time to call the bluff of every educator who claims to prize democratic principles. Anyone who truly values democracy ought to be thinking about preparing students to participate in a democratic culture – or to transform a culture *into* a democracy, as the case may be. The only way this can happen, the only way children can acquire both the skills of decision-making and the inclination to use them, is if we maximize their experiences with choice and negotiation.
>
> ... Every teacher who is told what material to cover, when to cover it, and how to evaluate children's performance is a teacher who knows that enthusiasm for one's work quickly evaporates in the face of being controlled. Not every teacher, however, realizes that exactly the same thing holds true for students: deprive them of self-determination and you have very likely deprived them of motivation. If learning is a matter of following orders, students simply will not take to it in the way they would if they had some say about what they were doing. Not long ago, in a 10th-grade geometry class whose teacher collaborates with students to decide about curriculum and grades, a student explained to me that being able to make such choices "leads to learning rather than just remembering." ...

Homeschooling in the Military

Valerie Bonham Moon writes:

Due to the drawdown of the U.S. military forces in Europe, the number of families homeschooling their children here has declined. While there used to be sporadic articles in newspapers and magazines about the misinformation concerning overseas homeschooling, they have declined as well. We are still here, though, and the misinformation is still around.

Homeschooling is one of the alternatives for educating children here and any military personnel can consult DoD Manual 1342.6-M, which is the implementing instruction for Department of Defense schools overseas. Army personnel can read UR 10-12, the USAREUR BASOPS regulation, as well.

For various reasons, I researched these regulations, but only those concerning the army in Germany, since that is for whom my husband works and where I live. I am interested in

using the research combined with information about the Air Force in Europe and the Navy in Europe, but I don't have access to either of their regulation libraries. If any GWS readers have access to them, I would appreciate photocopies of the relevant pages of USAFE and USNAVEUR regulations concerning base operations (unclassified, of course), Status of Forces agreements with host nations other than Germany, and local policy letters.

I will gladly share information with others and I hope to publish a small directory available to anyone concerned. Please send information or inquiries to Valerie Bonham Moon, Det. 4., Co. A, 527th M.I. Bn, Unit 29058, APO AE 09081.

PBS Show on A.D.D.

PBS stations around the country will run a show on Attention Deficit Disorder on Friday, October 20th, at 10 p.m. The show is called "Attention Deficit Disorder: A Dubious Diagnosis?" and it's going to look critically at the A.D.D. "epidemic." An announcement about the show says, "A.D.D. is found almost exclusively in white, middle class boys. Most children and youth diagnosed with A.D.D. are medicated with Ritalin or generic methylphenidate – but only during school! Currently the U.S. consumes 85% of the world's methylphenidate; our usage has increased from 2,000 kg in 1991 to the current 9,000 kg – again, mostly children." Pat Farenga is the one who suggested this topic to the Merrow Report, the show's producers. If you know people who are struggling with this problem, you might recommend that they watch this program.

Office News

[SS:] Both Pat and I have just returned from homeschooling conferences. I gave a talk on the topic "Does Homeschooling Prepare Kids for Real Life?" at the Minnesota Homeschoolers Alliance conference, where I met several long-time GWS readers and many new homeschoolers (so new that when I asked them how long they'd been homeschooling, they said, "Help! We're just starting next week!"). Pat gave a talk called "Let's Learn Together" at the California Home=Education conference, and he was also the MC for events there. He enjoyed the chance to meet many homeschoolers, including the well-known Colfax family and their now grown-up sons when they all spoke on a panel together. (He reports that Reed Colfax is in his last year at Yale Law School and Grant is in his last year of medical residency in California.) Pat then spoke at several events organized by homeschoolers in Hawaii, including a panel with the superintendent of schools. We extend a big thanks to all the volunteers who staffed our book tables and those who did all the hard work to make these events go smoothly for us.

We're offering several new services this fall, as you'll see in our latest catalog. We're now able to offer in-depth 45-minute phone consultations with me or Pat Farenga, for a fee. Of course, you can still call us for information or general advice about homeschooling, but when you want to discuss your specific issues or questions in greater depth, a consultation might be appropriate. Call or write to receive our rates and a pre-consultation questionnaire which allows us to learn about what concerns you and to prepare to make the most of the consultation time.

We now have our own section on CompuServe. You'll find information about all the books and materials in our catalog, libraries of selected book reviews, GWS stories, and speeches, and a chance to chat on-line with GWS staff and with other homeschoolers. Don't worry; this is not a replacement for the printed GWS. Rather, it's a way for us to extend our outreach to the many homeschoolers who communicate electronically. To log on, enter Go EDLINE at any CompuServe ! prompt to access the GWS section of Edline's Educational Products Vendor Forum (select Forum B). If you aren't on CompuServe and want information about it, call them at 1-800-524-3388. Their rates are now quite competitive with other on-line services.

We've found repeatedly that when support group leaders or people presenting a small event or workshop request a few of our catalogs (say, 20 or 30) to distribute to participants, we get a much better response than if we simply leave the catalogs on a table at a large conferences. The fact that you personally are recommending the material makes a big difference to new homeschoolers, as of course it should. So do ask us for catalogs if you feel you can use them in this way. We're also offering groups the chance to hold John Holt Book Fairs. Your group places a single bulk order with us and keeps a portion of the sales for itself (discounts vary depending on the size of the order). This is a great way to raise money for your homeschooling group or favorite charity, while supporting our work and making great books available to others at the same time. Ask for our information packet about book fairs.

There's still time to send in a new Directory entry or to change a listing, if you do it as soon as you receive this issue. Deadline for all entries and changes for the 1996 Directory is October 31, 1995. The complete Directory will appear in GWS #108. In issue #109, we'll print our complete lists of helpful teachers, lawyers, professors, psychologists, school districts, grown-up homeschoolers, and people with experience in certain areas (such as adoption, autism, physical handicaps). These lists are our way of helping readers get more specific information than we can provide ourselves. Look at last year's lists in GWS #103 and let us know if you see an appropriate place to add your own listing.

Calendar

Oct. 21: "Diversity in Education" conference in Thornhill, Ont. John Taylor Gatto, Pat Farenga speaking. For info: Canadian Alliance of Homeschoolers, 519-448-4001.

Nov. 24-25: Wondertree Homelearners Resource Fair and talk by John Taylor Gatto in Vancouver, British Columbia. For info: 604-739-5943, email maureen_cameron@wondertree.wimsey.com

We are happy to print announcements of major homeschooling events, but we need plenty of notice. Deadline for GWS #108 (events in January or later) is November 10. Deadline for GWS #109 (events in March or later) is January 10. ◆

To Comply or Not?
The discussion continues

These writers are responding to Judy Garvey and Jim Bergin's letter in GWS #105 and to the first set of responses in GWS #106.

From Nicole Tergeoglou (HI):

Although I would question some of their assumptions (e.g. "homeschooling has proven to be the surest way to a productive and happy life"), I basically agree with Judy Garvey and Jim Bergin with regard to school regulations. I've never really understood why we need to assess our children on school's terms. We're not emulating school; our children are doing something quite different, so why should schools be our judges? They are certainly not asking for our opinions on how *they're* doing. In fact, as educators, they seem remarkably uninterested in this fast growing educational movement happening right in front of their eyes.

Regulations, in reality, have no effect on our family. According to the law in our state, parents of registered homeschoolers are supposed to contact their local schools for testing in specific grades and hand in a report at the end of each year. Although we are registered, we have never (with one exception) been asked to do any of the above in the two school districts we've been in. The enforcement of these regulations seems to vary from school to school and principal to principal. We have also never gone to the schools and requested testing or handed in reports. I know that if asked, I would translate how my children spend their lives into the right terms for the school. But increasingly I ask myself, why should I?

My experience as an occasional substitute teacher only reinforces this thinking. I am appalled by how little goes on in school (academically, socially, or otherwise), especially at the high school level. There are many good people involved, a lot of time and energy spent, and the teachers and staff act like something very important is going on. To my eyes, used to unschoolers and how they spend their days, and because I'm not a believer in the school system, it seems very strange and empty. The kids seem bored and by high school are definitely just passing the time. I always come home saddened because I like the kids and am frustrated that this is what our society has to offer children.

Also, although we and another family have tried hard for increased cooperation between the school and homeschoolers here, we have had no success at all. The present principal is adamant about not allowing homeschoolers to participate in any school activities or classes. At this point we have not taken it to higher authorities since the law regarding school participation is unclear and our children are not too interested in being involved with the school anyway. Perhaps if we had a good relationship with the school (as Andy Migner in GWS #106 said she has), I would feel differently about complying with regulations.

From Norma Young (PA):

Judy Garvey and Jim Bergin's letter hit close to my heart. This year, under Pennsylvania's homeschool law, I was forced to administer a standardized test to my 10-year-old daughter, Jacky. In PA it is mandatory to do this when a child is in third, fifth, and eighth grade.

Our family is opposed to testing, especially to standardized tests. We do not use a graded program and Jacky had never taken any sort of test before this. When we registered her as a homeschooler at age 8 under the compulsory attendance law, we declared her at the lowest possible grade level in order to buy time. I gathered articles and publications dealing with the testing issued and compiled an information packet, which I sent to the homeschool contact person in our district.

We communicated back and forth (by mail and phone). I requested a waiver to the testing portion of the law. We had the support of our evaluator (an outside evaluator also required by law) who was willing to speak with officials on our behalf. I explained that since Jacky had never taken a test, a standardized test would be unable to ascertain her academic progress and therefore provide an inaccurate evaluation of her education. Although officials were friendly and polite, the ultimate decision was, since it was written into the PA Homeschool Law, we would have to comply; their hands were tied.

So there we were. After going through the "channels of command" and presenting all the facts and arguments supporting our beliefs, our request was denied. We find PA's law to be burdensome in the first place, but I have always been able to work around it as long as it didn't directly compromise our educational philosophy. This time it did.

We had to make a decision. Should we make a stand, not comply, and risk the status of our homeschooling? If we had to expend time, money, and energy on a fight, what would we have left over to put into family life and homeschooling? How secure would Jacky feel, thinking that at any time she would be forced into school?

The law stated that we could choose from a list of approved tests and that the test could be administered by anyone other than the parents. After a lot of soul searching, we decided to comply, and we chose the California Achievement Test. I spoke with an official who assured me that the test would not be used to determine the quality of our program and that these tests were never used to track the children. I purchased a *Scoring High* practice book and we spent a miserable week practicing.

Jacky had trouble understanding why she *had* to take this test when her father and I did not want her to. She became frustrated with the time spent practicing the test at the expense of time doing what we usually did. We finally decided to throw out the practice booklet. We would comply with

the letter of the law only. That meant we had my mother give the test and we only completed the Language Arts and Math portions, as required under the homeschool law.

I anticipated low scores due to Jacky's unfamiliarity with test taking, but I felt secure with our homeschooling methods. Jacky took the test in two days, and I must say she did not take it too seriously. We sent it off to be scored and it came back with the anticipated scores. We heaved a sigh of relief and went about our business, glad that the test hoop had been jumped through as required.

Several months later, we met with our evaluator who expressed great satisfaction with what we were doing in homeschooling. She agreed that the scores were low but, in view of our methods and beliefs, were not indicative of Jacky's education. We discussed Jacky's weaknesses and strengths and came up with some strategies for the next school year. Jacky left the evaluation feeling proud of her accomplishments. I handed her portfolio (also required) to the district contact official at 9 AM the following morning.

By 2 PM he was on the phone to me "expressing concern" over the low scores. He informed me that he had spoken with our evaluator and that she had voiced her surprise at his concern, assuring him of her confidence in our homeschooling. But he felt he would like to meet with me (if I was agreeable) and talk about his concerns. I would like to emphasize that he was very polite, not threatening or patronizing. As Libertarians, my husband and I believe in individuals taking responsibility for their own actions, so I was not intimidated by his request.

We met, he aired his concerns, I countered with our philosophy of family education. It was a very amicable conversation and I came away feeling that although he wasn't in total agreement with our methodology, he would not interfere. I am not naive enough to think we won't be scrutinized a little more closely, but there were no threats or demands.

But the very thing I was trying to avoid has happened. Jacky now knows something wasn't quite right with her scores. I never revealed her scores to her, but she couldn't help but overhear some of my conversations. She apologized for not taking things more seriously and for causing problems for us. That at age 10 she thinks happiness, self-satisfaction, and security depends on a test score distresses me greatly.

So now what? Should we have refused to comply? If laws don't protect liberty, then the laws are illegitimate, and people may rebel. Thomas Jefferson held to this idea and produced a document that was the driving force behind our country. The state's refusal to allow parents the liberty to decide what is best for their families is in direct conflict with The Declaration of Independence and the Bill of Rights. I know these arguments have been tried over and over with poor results. But I can't help but hope that eventually somewhere a court will set a precedent. But who is going to be the test case?

In our situation, every bone in my body cried out for non-compliance. Then I had to face what that would mean. The threat of forced school attendance is real. We believe that our child can learn best in the security of her own home. If, by non-compliance, we shatter that security, how have we helped our child? It's all well and good to speak of the greater good and blazing trails for others, but I don't want Jacky to become a casualty.

Neither do I believe in hiding in a hole and letting your convictions be compromised continually. We believe in setting a living example. In the year I communicated with the district about waiving the testing requirement, Jacky was part of our discussions. She had the chance to voice opinions and to be part of the decision-making process. She had the opportunity to see that we were not giving in willingly. And when we submitted our test scores, we also included a statement in her permanent record formally protesting our forced compliance and stating our testing philosophy.

I have been spending a lot of time thinking about what I want to do when the time comes for the fifth-grade test. I agree with Judy and Jim in their opinion of self-appointed homeschool leaders holding hands with the Department of Education. What exactly is an "at-risk homeschooler" and who determines that? I am sick of the burden of proof being thrust on me. I hear and read a lot of rhetoric on "parents' rights" from some of the more vocal homeschoolers. Would they stand up and be counted if push came to shove? I don't know. And I don't know if I have the courage to trust them for support and put my family in danger of legal repercussions.

Does an end justify a means? I know we could cheat and lie and to all appearances look like we were complying with the law. Maybe we have a moral obligation to do just that. If we had it to do over, we would be homeschooling underground. These are hard questions and I don't always like the person I become trying to find the answers. Judy and Jim bring up some challenging thoughts which I think have real merit and warrant serious consideration.

From Anne Durney of Montana:

It would certainly be a step in the right direction for homeschoolers, who have already removed themselves from the "system" to varying degrees, to move *en masse* to stop complying with state testing, registration, etc. requirements. In the face of ever-expanding government encroachment on our individual rights and freedoms, it is imperative that families stand together in sending a clear message that the government does not hold ownership rights over the minds of our children.

As Judy and Jim point out, it would be virtually impossible for the state to force compliance in the face of massive, organized resistance. Perhaps a starting point would be to form an information/support network nationwide so that we could share ideas and strategies for noncompliance.

Another possibility might be to try

Earth Child

Quality stationery, hand made by two home schooled girls. For order form & free bookmark send LSASE to EarthChild, 240 Waitman St. Morgantown WV 26505

circulating a petition, either to the legislature or as a ballot initiative (for those states with direct access), for repeal of the compulsory attendance laws.

We have found the Libertarian Party to be a valuable resource and ally to homeschoolers. You can contact the LP at 1528 Pennsylvania Ave SE, Washington DC 20003; 202-543-1988.

From Wanda Rzac (MA):

The longer I homeschool the clearer it is that government has no business approving, regulating, or monitoring my children. By educating my children I have seen that regulations and rules have nothing to do with the issue. Can any regulation relieve me of my responsibility to educate my children? No. Can the state compel me to furnish evidence against myself? No. I increasingly see that I should stand outside of educational regulation. It has nothing to do with me and my family.

Over the years, I have provided less and less to the authorities, but have still not cut the ties. Why not? Fear. Judy and Jim's proposal offers safety in numbers, and I am eager to sign on and to help organize a group of like-minded people. If you're also interested, drop me a postcard. I'll keep a list and get back in touch with you.

I would encourage everyone to research the Constitutional issues involved. A small group here in Massachusetts is studying our State Constitution to learn how it protects us (call 508-875-7736 for further info about this group). Homeschoolers in other states can do the same.

From Nicky Hardenbergh (MA):

I am troubled by many aspects of Judy Garvey and Jim Bergin's letter. I am not yet ready to join their call for general action because I am not at all sure I agree with their premises.

I would be pleased not to have to report on my kids' education to the local school district. I would also be pleased not to have to pay any taxes. But I cannot imagine how large groups of people can live together in society without having some kind of social and financial contract. Government is necessarily going to have a certain control over the lives of the inhabitants of any society.

Let's recognize that, except for anarchists, we all are in favor of governmental control in some areas and not in others. We just don't agree on which areas we think fall legitimately in the realm of "state interest." I, for one, think the government has a role in the education of its inhabitants, though I am not clear exactly what that role is. While I fully agree that the public school system has many failings, it's not apparent to me (and I don't think any of us can really *know*) what our country would be like if compulsory education had never been introduced. How can we be so sure our society would be better off now? What is the evidence?

I am troubled by the perception shared by many citizens that the government is their enemy. Recently, I waited in a passport renewal line behind a man who complained bitterly about Uncle Sam's "taking everything he can get" because the renewal cost $55. I strongly suspect the same man would complain equally vehemently on the other side if he were not renewing a passport yet his taxes were paying for someone else's renewal. He seemed to be opportunistic rather than principled in his objections.

Please understand that I do see tremendous potential and actual abuse of power occurring when state agencies have control over our lives. I admit to being in confusion on many points; I have no answers. But I'm certain that we need to avoid the "us-them" duality if we wish to save ourselves and our planet. We are all in this together.

From Doris Hohensee (NH):

I was delighted to see a discussion of state compliance vs. civil disobedience in your recent issues. Open discussion of these political issues is essential to the long-term freedom of homeschooling. I did, however, find it ironic to see a flurry of letters from people in homeschool-friendly states (i.e. Massachusetts, Washington,

Beyond the basics...

Calvert School offers supplementary courses for children ages 5-13.

A leader in home instruction curriculum for nearly 90 years, Calvert School invites your family to join our creative adventures. Choose one of our specially designed enrichment courses including ***Melody Lane***, a music appreciation course on video for ages 5-8; ***The LITTLE HOUSE® Books Reading Guides***, based on the beloved series written by Laura Ingalls Wilder, for ages 8-11; and ***Discovering Art***, an art appreciation course on video with additional hands-on activities for ages 9-13. Each course comes with an easy-to-follow guidebook and all the materials you'll need to make learning fun. For more information on all of our home study courses, please call, fax, or write for a free catalog.

CALVERT SCHOOL

(410) 243-6030 • *fax (410) 366-0674*

Dept. GWS5

105 Tuscany Road • Baltimore, MD 21210

California) suggesting that compliance is the way to go. It may be in those states, but it isn't in mine.

In New Hampshire, compliance involves curriculum approval and evaluation, conditions with which I cannot in good conscience comply. To date, our state has been unwilling to come after parents who object outright, preferring instead to hassle those who do comply. In 1992 I sat down with the governor, presented him with a list of objections to the law based on our state constitution, and explained that I cannot in conscience comply with such a law. In 1994 I went to juvenile court to help a homeschooling mom whose curriculum didn't meet state approval. I've seen this same pattern in other states. Those who comply are often more at risk than those who, on state constitutional grounds, refuse outright.

When talking to new homeschoolers, I generally explain what our state regulations require and why some parents, myself included, refuse to comply. Other support groups in the state will only tell parents how to comply and will insinuate that noncompliance is bad and harmful to the homeschooling community at large. They use scare tactics and intimidation to encourage conformity. I believe they are doing themselves and their fellow homeschoolers a disservice by limiting debate in this manner. The debate in our state has been between those who want to be accountable to the state and those who don't. The battle had gotten so heated in recent years that only an extended public internet debate was able to restore rational discourse.

Regarding group civil disobedience, complying with state home education regulations is a matter of individual conscience. How convincing is the sincerity of a parent's conscientious objection if he is only willing to object en masse?

People live as freely as they want to live. Those who seriously object to regulatory control will find a way out, whether that means conscientious objection or moving to a more friendly district or state.

From a California reader:

What people do, and what we Americans have done repeatedly throughout our recent history, is trade our freedoms for the illusion of security. These bargains we have struck have allowed the messianic state to expand its control to virtually every area of our lives. Most often the result has been that money is stolen from us – taxation – and used to force compliance with the government bureaucracy. However, in two situations I can think of, conscription and compulsory government schooling, this bargain takes on a grossly more heinous dimension in that we commit our children to brainwashing and servitude.

Judy and Jim believe that we should flout the homeschool reporting regulations and the bureaucrats will quietly go away. They think the state cannot forcibly apply the regulations on 3,000 recalcitrant families. Try the following scenario.

A miffed education bureaucrat or a politician who gets money from the NEA decides that there is a brewing crisis with this homeschooling thing. "You know, those people are different. Most of them are fanatics, you know, fundamentalists. And they keep their kids at home all the time. You got to wonder what's going on behind closed doors. I mean, what are they afraid of, what are they hiding? Kids need to be with kids their own age to grow up normal. And how would we know if some kid were in trouble? These kids could grow up to be a problem in the community, cause crime. We have not only the right but the obligation to see to it that ....". We all know the paranoia this can create. Then the officials wait for some headline-grabbing homeschool abuse case, having already written the appropriate legislation.

Let's hope that all they do is put up a few more hoops for us to jump through. Let's pray they don't pass laws to apply asset seizures to families who violate state education laws. Pray they don't start offering rewards to people who turn in their scofflaw neighbors. Pray they don't enlist some law enforcement department to "dynamically enter" your home to serve you a warrant. They need not persecute all 3,000 families in Maine, as Judy and Jim suggest; only a few prominent ones and everyone else will fall in line.

To the state, controlling schooling is tantamount to controlling the population. The regulations that Judy and Jim want to flout are not minor indignities; they are the state's way of keeping us in the bureaucracy. Once in, no one is officially allowed to escape, for if escape were possible, the whole system might collapse. I believe that Pat Farenga is correct (GWS #103) that taking a hard line against regulation is not the answer. We are flies caught in a web. Struggling will only bring the spider.

So what's the answer? Anyone who wants freedom for themselves and especially for their children cannot give in to the state. But we must balance our defiance with the possible and very real risks. In my view, it is best to be as still as possible while caught in the web. Be inconspicuous in all aspects of your life so that the state spider doesn't notice you. Don't let the state education department know you have children. Don't join an organized group to openly challenge anything the state does, at least not in your true identity. Don't let your neighbors know you are a scofflaw. In fact, we should all be hiding as much information about ourselves as possible. Don't subscribe to magazines. Use cash. Encrypt your mail. Don't put your return address on your envelopes. Burn all documentation about your financial transactions rather than throw it out. Let the spider go after the flailing moth in another part of the web and hope that her appetite is satiated. But don't give in. I've never seen a trapped fly successfully negotiate its release, have you? ◆

Pinewood School Brings Home Education to You

(303) 670-8180

Olivia C. Loria Director

PINEWOOD SCHOOL

112 Road D Pine Colorado 80470

Serving Home Educators Since 1981

Exploring Mathematical Thinking

Too many homeschoolers dislike math. And – no coincidence – many families aren't sure how to study math except by using textbooks and workbooks. But we wouldn't want to study history only by memorizing dates, and we wouldn't want to study writing only by making spelling lists. These activities may have their place, but they don't convey what's really exciting or worthwhile about history or writing. The same is true for math. Here are two stories that give other ideas.

The M & M Study

Sue Smith-Heavenrich (NY) writes:

I am not a numbers wizard. In fact, I still count on my fingers – when my children aren't looking. This probably has more to do with my attitude toward math than any real lack of ability. You see, I feared math when I was in school. So homeschooling math is rather an existential leap of faith for me. The trick is not to look down, but to keep my sights on the distant edge of this murky chasm otherwise known as mathematics.

I carry a life preserver just in case: a thick workbook for our current grade levels. And we do actually use it. Sometimes. When we remember. Just as often, it sits on the shelf collecting dust, along with those flash cards I thought I couldn't do without. For me, math makes more sense when it's connected to other things we're studying, like science or music or real life. Though we end up doing the same sorts of problems that are found in Coulter's workbooks (at least at the primary levels), our problems are more complex, more real, and thus more interesting. But I haven't abandoned the idea of a math curriculum completely. I do think that there are things that need to be learned, mathematical tools and ways of viewing problems, that will come in handy later in life. I am learning, though, that as with reading, we need to allow our children the luxury of learning to think and reason in their own time. As for myself, without the fear and pressure to get the right answer, I am finally learning to feel comfortable around numbers and equations.

Often, if I don't interfere, my children will discover concepts on their own. We have a simple pan balance on a desk where the children can use it. One day Coulter was putting the plastic 5 and 10 gram masses in and taking them out. Not much seemed to be going on, so I ignored it, until he said, "Hey, look! 10 + 10 + 5 = 5 + 5 + 5 + 10." He continued to play, comparing the plastic masses to other things, like pennies and jar lids. What evolved from seemingly directionless play was really a study of equality and equivalences.

Around our house, we try to use the language of math in our daily lives. We divide things into fourths or halves; we use percent to calculate sales tax (7.5%) and tips (15%). Tape measures, yardsticks, scales, and stopwatches are within easy reach and are used to measure off the length of a whale, the depth of mud puddles, or the speed at which monarch caterpillars travel. Weekly allowances provide all the necessary motivation for learning to calculate using decimals.

Our math often dovetails with science. We will sometimes ask questions that can best be answered by collecting data which then can be put onto a chart or graph. We ask things like: how long do chickadees spend at a birdfeeder? or How many different types of ladybugs are there in our garden? But our favorite has been a study of the Color Distribution in Populations of M&M's. People who know of my chocolate addiction are quick to respond, "Sure – the kids do the math and then you eat the M&M's."

Our M&M study began with an argument: "You always get the green ones!" "No, there aren't anymore." "Yes there are! You just ate them all," and so on until I said one day, "Why don't we count them and see how many really come in a package?" So we each got a package and counted. Then we made bar graphs to show our population distribution, and discovered that not all M&M packages are equal.

"Can we eat them now?" one of the kids asked.

"Not yet. I have another question." For example: given any particular package, what is the likelihood that you'll get a green one? or an orange one? What colors will you probably get if you reach in and take the first 5 you touch? (Yes, you can eat them now.) Not a rigid statistical study – but that comes this year. We plan to continue our study, seeking answers to these questions: How many M&M's are in a pack (what's the range, mean, standard deviation? What does this say about quality control at the Mars company?) Is color distribution pretty constant between populations? How will color distribution change as blue M&M's move into the population?

As we analyze our M&M populations, we'll be using them to explore multiplication and division, to count, sort, add, subtract. Perhaps we'll weigh them or time how long it takes one to melt in your mouth. The possibilities are limited only by the number of bags I buy (so this could go on for years!) and it's a lot more fun than plowing through page after page of workbook problems. Although, as math manipulatives, I'm not sure M&M's are any cheaper than Cuisenaire rods!

Anyone is welcome to participate in the M&M population study. Send a copy of your population data (total number in a bag and how many of each color) to me at 115 Hubbard Hill Rd, Candor NY 13743. We'll present our findings in a future GWS issue.

Unschooling Math with Teenagers

Aaron Falbel of Massachusetts writes:

A few months ago, I was contacted by a 16-year-old homeschooler named Anna who said she wanted to learn about mathematics in an unschooled manner. I had been saying for some time how unfortunate I think it is that, when it comes to math, especially when dealing with teenagers, many homeschoolers of the unschooling variety stick very close to the conventional workbooks and textbooks, which are anything but unschooled.

So when Anna called me, saying that she was particularly interested in mathematical thinking and in relating mathematics to her other interests, I couldn't say no. Here was my chance to put my money where my mouth was, so to speak, and demonstrate what I meant by real math as opposed to school math, as I had discussed in GWS #63 ("The Mathematics of the Ordinary").

When Anna arrived, she brought a friend named Ariel, who was also new at homeschooling and similarly interested in doing something different with mathematics. So we were a threesome.We agreed to meet for weekly sessions lasting about two hours.

Early on in our meetings, I gave Anna and Ariel a written statement in which I described my take on mathematics. I felt it was important that we were all clear about what we were getting into and that Anna and Ariel had an opportunity to voice any objections to what I had proposed. After all, I could only agree to act as a teacher or helper if what I had to offer was indeed what they wanted. Here's some of what I said:

1. Mathematics is more than computation or arithmetic. It is by no means limited to "working with numbers."

2. In my mind, the only reason (or the only good reason) for studying mathematics is that you think it is intriguing, interesting, and fun. If you don't find it to be any of these, then my advice is *leave it alone.* In this respect, mathematics is no different from music. No more than with music do I believe that you should study math because "it'll be good for you." If you approach math in this for-my-own-good way, then chances are you will learn to hate it.

3. I believe mathematics is one way of seeing the world – one way among many, I hasten to add. It is more about thinking about *patterns* than thinking about numbers.

4. School math is very different from real math. School math is mostly about computation (arithmetic) and symbol manipulation techniques. By themselves, these things can be awfully boring. Real mathematicians do not sit around all day doing school math. School has concentrated on this one tiny part of mathematics because: a) it can be graded easily, and b) most school teachers are not mathematicians and have little or no idea what mathematics is really about or what real mathematicians do.

5. So I propose that we "skip over" the boring stuff and go straight for the fun stuff. (I consider fun stuff to be: logic puzzles, paradoxes, topological puzzles, geometry, probability, recursion puzzles, etc.) I put the words "skip over" in quotes because in reality we may see *some* school math creep back in as we try to deal with the fun stuff, but only if it helps us think about the fun stuff more clearly and carefully.

6. It is vitally important, if I am to be of any help to you, that you tell me when you don't understand something. There is no such thing as a stupid question! (Well, maybe quiz questions are stupid questions because they are rude, impolite, and invasive.) Likewise, you must tell me if you don't think something is fun. People have different tastes in music, and the same is true for mathematics....

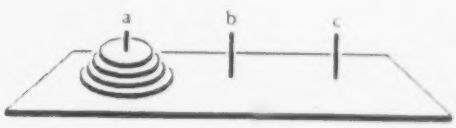
7. It is a total myth that women are not as good as men at math. I know plenty of women who are far better mathematicians than I am. It *is* true that many women are socialized to think that they are not good at math, but I believe this has started to change. It *may* be true that many women think about mathematics in a somewhat different way than most men do, but this is not always the case. And "different" does not imply "worse" or "better."...

8. I will be happy to bring in examples of puzzles or books that *I* think are intriguing, interesting, and fun, but I strongly encourage you to do the same. Browse through stuff at the library or at a bookstore, or at places that sell puzzles and games.

9. How often we meet, and for how long, is totally up to you (providing, of course, it fits into my schedule).

Their reaction to this document was, "Cool!"

For our first session, I brought in some books by Raymond Smullyan (*The Lady Or The Tiger* and *What is the Name of This Book?*) consisting of all sorts of logic puzzles. These books are about as far away from math textbooks as you can get. They are chock full of amusing puzzles – pure mathematical candy. The puzzles are not meant to illustrate important mathematical principles; they are simply fun. But they are incredibly rich, mathematically speaking. The puzzles escalate in difficulty as the book progresses, and solving them requires careful, rigorous, systematic thinking – in other



A smaller Tower of Hanoi puzzle. The goal is to transfer all the disks to another pole, moving one disk at a time. A disk may never sit on another disk that is smaller than it is. These puzzles can be found in many math game catalogs; you can also make your own using jar lids or anything else.

Illustration from Metamagical Themas, *by Douglas R. Hofstadter*

BEST COPY AVAILABLE

words, mathematical thinking. Cultivating this style of thinking was at the core of everything Ariel, Anna, and I did in our sessions. Mathematical concepts and techniques were addressed, but as a side dish to the main entree of learning to think mathematically, as mathematicians do. (Incidentally, I brought in some biographical material on Raymond Smullyan. As it turns out, he was largely a self-taught mathematician who dropped out of school several times.)

In addition to looking at many of the fine books of mathematical puzzles and games by Martin Gardner, we also made use of the excellent books by Marilyn Burns (*The I Hate Mathematics! Book* and *Math For Smarty Pants*). For example, we played and analyzed the game of Nim, discussed in the Burns book. To succeed at this game, you have to learn how to reason backwards – an important part of mathematical thinking. Aside from these being among the best books I know that relate what real math is about, I felt it was important that Anna and Ariel see math books written by a woman and that math is not exclusively a male domain.

At another session, I introduced them to some topological puzzles involving rope and string. (Topology, unlike geometry, deals with the overall properties of shapes as opposed to their exact measurements. Twisting, stretching, and distorting – but not cutting! – are all allowed.) One puzzle involved tying the two of them up! There was much laughter that day. The topological puzzles were by no means easy; they had in the past stumped more than a few adults. They took some puzzles home with them to think about for a week. But with a few hints here and there, Anna and Ariel were able to work through most of them.

One of the Smullyan books had a few algebra problems in it, and Ariel and Anna expressed a desire to work on problems of that sort. I wasn't quite sure if they were genuinely interested in such problems or whether they wished they could master that part of school math. We spent a couple of sessions working on algebra problems in one and two variables (largely ones I made up) solving them both algebraically and confirming these solutions using plain old "common sense." I'm not sure we did enough of these problems, though. I got the feeling that the algebraic method still seemed rather mystical to the two of them, somehow magically producing the right answer. It takes more time than we had for this type of understanding to sink in. (It may yet happen one day.)

Other sessions involved solving the Tower of Hanoi puzzle (a recursive puzzle). Working cooperatively, Anna and Ariel solved an 8-level tower, which took 255 moves. We spent one session talking about how computers make use of binary numbers and solving a few "tricky" physics problems. We also looked briefly at a book by the Japanese author and illustrator Mitsumasa Anno, which turned the story of "The Three Little Pigs" into an amazing tour de force of combinatorics and permutations.

At this point Anna became busy with a theatrical production and we stopped meeting. But we had planned to look at the connections between mathematics and art (one of Anna's main interests) which would lead us into the Golden Ratio, the Fibonacci series, the discovery of π, trigonometry, and so on.

An outsider looking at us wearing school-colored glasses might deny we were doing math at all. After all, I had not given the two young women a single worksheet or problem set. We did solve some real mathemathical problems, but most of this took place in the context of solving puzzles or playing games. But I believe that what we did came a good deal closer to what real mathematicians do than what passes for mathematics in the classroom (and, alas, in many home schools).

Though I can't prove it, I believe that these two young women learned something important about mathematical thinking – not by hearing me lecture about it but by actually engaging in it. Though we only met for about six or seven sessions, I believe Anna and Ariel walked away with a better understanding of what it might be like to be a mathematician – to wrestle with an intriguing problem for a while and feel the joy of working toward a solution. I hope they came to see mathematics less as the sort of necessary baggage school people say one ought to carry around and more as a way of looking at and exploring the amazing variety of patterns in the world around them, as an experience that can be as fun, as fulfilling, and as beautiful as art, drama, or music. They may not decide to become mathematicians, but they know that they have the ability to think mathematically and they know what that feels like. And this, after all, was what they wanted in the first place. ◆

APPROVED BY PARENT'S CHOICE 1995

SHOOFLY

An Audiomagazine for Children

★ A unique literary magazine published quarterly on cassette for children ages 3-7

★ Each fun-filled issue holds 45-60 minutes of original stories, poems, and songs by an eclectic mix of emerging writers

"From catchy songs to engaging stories and age-appropriate poetry, this magazine keeps youngsters' interest." **BOOKLIST**

"Packed with rich language, engaging music and imaginative stories, Shoofly gives children a chance to practice their listening skills for a change... and parents won't mind hearing these tapes again and again." **SOUTH FLORIDA PARENTING**

"There is something for everyone here. . . and it's delivered with an enthusiasm that's infectious." **PUBLISHER'S WEEKLY**

"Shoofly is a delightful feast for the ears of preschoolers and young readers..." **NEW YORK FAMILY**

SHOOFLY SPECIALS

$8.95 SINGLE ISSUES

$29.95 (+ $3.95 Shipping) ANNUAL SUBSCRIPTION (4 issues)

10% OFF WITH THIS AD

❑ Check Payable to Shoofly enclosed.
(North Carolina residents add 6% sales tax)

Charge my: ❑ MasterCard ❑ Visa

Account # _____

Expiration _____

Signature _____

Name _____

Address _____

_____ Zip Code _____

Child's name _____ Age ____

MAIL ORDER TO: SHOOFLY, P.O. BOX 70, CARRBORO, NC 27510-0070 OR CALL TOLL-FREE 1-800-919-9989 FOR MC/VISA ORDERS!

Challenges & Concerns

Hard Times at 10

Kristin Hart of New York writes:

A couple of weeks ago, things weren't going too well between me and my daughter, Nicole. We had had several outbursts and disagreements. I took these as a sign that something more was probably going on, so we sat down, and I told Nicole that I sensed something more going on and I'd like to talk about it.

She told me that she felt the family was treating her "different" now. She felt she wasn't getting as many hugs and "I love you"s from us. She said she felt this difference ever since she turned 10. I asked for examples (so that I could really understand), and she went on to explain that even Grandpa was treating her differently. She felt that he wasn't acting himself, that he was trying to relate to her differently. Since Nicole is so into music now, I guess her grandfather was trying to be on her level and talk about music groups and so on. Then she said that her other grandparents made comments that she was "too old for toys now."

I listened as she went on to relate more specifics, and after she was through, I told her how things looked from my vantage point. I pointed out that at different times she acted older, and as if she wanted to be treated older. At other times, she acted as if she wanted to be little again. I said that this is a confusing time of change for both of us and for others. I said that by her actions and her maturing body, people would start to treat her differently, and I admitted my own confusion here. I explained that I felt like the signals she was giving me were always changing: "Treat me older – no, now treat me like a child again." I said that I thought all of this was normal, part of growing up, being caught between Barbies and music groups. I remembered my own childhood, not knowing if I wanted to give up dolls just yet, being caught in the middle, too tall and skinny for children's clothes but not quite ready for a "women's size small" either.

I also thought long and hard on the part of what Nicole had said that pained me most, about her not getting enough hugs and "I love you"s. I concluded that there *was* truth to this. I think that as they get older, we are less affectionate with our children. When they are babies, we cuddle and coo, and as they mature and look and act more like miniature adults, we get less verbally and physically affectionate with them. I explained to Nicole that before she brought this to my attention, I really wasn't aware of it. I think a lot was going on subconsciously, and talking brought it to the fore.

My nature is to be very affectionate and verbal, so this is what Nicole has always been showered with. It must have really hurt her to feel that even her mom was changing. Anyway, I am now painfully aware of this and am trying to give Nicole what she needs and then trying to know when she wants me to pull back.

I thought later about our talk. Basically, what she is going through is normal growing up stuff, but I wondered at how aware Nicole is and how she's able to voice all these confusing feelings. Although I can look back now and relate to what she's saying, I don't think that I could have put it all together as she does at her age.

When Mother Lacks Enthusiasm

From Lyn Milum (FL):

In response to Tracy Woolery (GWS #106): It is difficult when you feel a lack of enthusiasm for life. The difficulty is compounded when you see it affect your children and then you feel *guilty* for your depression as well. In reaching out to other homeschoolers for suggestions, and in being honest with yourself about your feelings at this time in your life, it seems to me that you are on your way to working out solutions.

It helps me feel good when I invite my children into the things that make me happy, and from your letter, some things you might involve them in would be working with your church organization, herbs as medicine, midwifery and natural childbirth, and bread baking. I can imagine their natural enthusiasm for planting seeds, harvesting and drying herbs, and pummeling soft, warm dough. When my kids see me doing things that are meaningful to me, that helps me to feel fulfilled. My daughter became interested in the craft work I was learning and eventually was able to sell many of her own creations. My son delights in watching seeds grow that *he* planted, and all my kids like to work with clay when I am doing my ceramics projects. When I model the attitude of seeking and experiencing those things that interest me, my children learn to do the same. This is something no school can provide: models of adults pursuing their interests in meaningful ways (unless the school has a wonderfully inspired teacher or two).

I don't generally devise projects for my kids unless I am interested in the project too to some degree. When they *ask* to do a project, their enthusiasm helps to carry me along. Simple, creative play is so nourishing to their growing. Big boxes, old bed sheets, old scarves, blocks, balls, even clean plastic food containers and other "trash" are great open-ended play materials. I like to play folk music tapes, nursery rhymes, and story tapes to help spark their imaginations and get them rolling in their creative free play. Also, trips to the library are stimulating and require little planning on your part.

It helps me a lot to be involved in a homeschool support group, to interact with other people in a relaxed way. It is supportive for me to talk to other mothers who perhaps don't feel entirely enthusiastic about their own homeschooling all of the time. A sense of community lightens the load for everyone. Besides homeschool groups, your kids might enjoy a simple play group, or your 6 year old might like 4-

H or Scouting or Indian Guides or some other organization. It is important for you not to feel that you alone need to provide everything for them. Your husband, other homeschoolers, church activity leaders, and other trusted adults are also vital influences in their lives.

I realy believe that the mother sets the tone for the family, and "if Momma ain't happy, ain't *nobody* happy." Even low levels of depression need to be addressed seriously, for your and everyone else's sake. Keep reaching out to expand opportunities for relaxed play with other families and move forward in your own learning about things that interest you.

From Frea Woofenden of Washington:

We have been unschooling for about 17 years now, ever since our first daughter was born. Somewhere along the line, when she was fairly young, I noticed that my love for learning was being reawakened. I guess it had been buried by my school experiences and fears of not being good enough or smart enough. It has been a gradual process and I think it has to do with slowing down and relaxing and noticing what and how my children are learning. I haven't felt a need to inspire their love of learning. They have it automatically.

Babies take up a lot of time and energy. I'm always glad when my husband can take some children on an elaborate outing or just out in the truck to get firewood. They all learn things. I am usually sitting underneath a nursing baby (our seventh is five months now) and unable to do much in the way of projects. Our older ones are now capable of setting up and doing projects, so that helps. Come to think of it, the younger ones are capable of setting up and doing lots of things themselves, too. They play trucks in the sand, hammer nails, play dolls, "read" to each other, sew. Probably the most "educational" thing they do is play store. But I usually panic; it's so easy to get all that stuff out of the kitchen cupboards and so hard to get it put back.

Anyway, I've found that elaborate projects are fun and exciting, but simple is fine and it works great too. Daily life has lots of possibilities for learning. Just be ready for interruptions, messes, and mud on the floor.

I have made an observation about boredom, too. I have come to see it as an integral part of creativity. I have never catered to my children's complaints of being bored. I might offer a few suggestions. If they don't like any of the suggestions and get pesky, I tell them to sit in a chair for five minutes, thinking of things to do. Then, for good measure, I add the threat that I'll think of something for them to do (work). They are usually out of the chair within 1 1/2 or 2 minutes and have thought of something wonderful and amazing to do.

I think people need a rest, a low-energy place between creative spurts. I guess we call it boredom. And maybe the discomfort of boredom is part of what spurs us on to our next activity. If you look at waves breaking on the shore, you'll see that they aren't always coming in. There is always one draining back in between.

From Ron Richardson of Washington:

Here are some recommendations from my experience:

Sell (or destroy) your television. Temporarily, this may exacerbate your family's boredom, but after you begin experiencing the effects of my other suggestions, I predict you'll never revert to stultifying mass entertainment.

If you fall for beauty, you will love life. Prints by Dürer and Rembrandt reproduce well - look for these at your library. Or read haiku. Get an anthology of classic Chinese poems; Chinese poets exalt the beauty of streams and mountains. *Columbia Book of Chinese Poetry*, *Sunflower Splendor*, and *Jade Mountain* are important collections of Chinese poems.

Magazines and newsletters are fun, and you will anticipate their periodic arrival. I recommend, for example, *Mothering*, *Priority Parenting*, or *Walking* magazine. Another idea is to get a pen-pal. *The Letter Exchange* (PO Box 6218, Albany CA 94706) is a zine for people who like to write letters. You could use LEX to network about the things you said in GWS interested you:

CURRICULUM SUMMARIES

by Curriculum Abstracts

We help you evaluate curriculum materials for potential purchase.

SEE BEFORE YOU BUY:

- Introduction
- Table of Contents
- Samples of chapter text
- Page layout
- Teaching and learning activities & more!

Curriculum Abstracts

800-564-0603

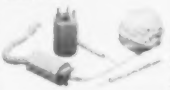
321 Ninth Street•Suite 501•Leavenworth•WA•98826

Good Wood Looms

Exceptionally easy to warp and use! With our ***Magic Heddle*** enjoy the advantages of two shafts without any threading of warp yarns through holes or slots. Beautifully crafted in Vermont from native hardwoods. They are sturdy, carefully designed, finished with non-toxic oil, and come complete with instructions, shuttles, and other accessories. Prices range from $46 to $225 + S/H.

Satisfaction Guaranteed.
Dealer Inquiries Invited.
MC/VISA

Good Wood
Rt. 2, Box 447A-5
Bethel, Vermont
05032



Good Wood Inch-Worms for knitted cord. A new version of an old classic. A joy to use! $9 ea./ $18 Kit + S/H.

The Day Room

a memoir of

madness *and*

mending

"I have often said life is a labor pain. It takes great courage to be willing to bear the pain and give birth to yourself. *The Day Room* shows it can be done."

—Bernie Siegel, M.D.

Kathleen Crowley

—a homeschooling parent—

At bookstores now or call
1-800-833-9327

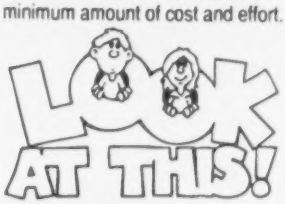
KENNEDY CARLISLE PUBLISHING COMPANY

FREE MATERIALS
FOR SCHOOLS AND LIBRARIES

FREE **MATERIALS FOR SCHOOLS AND LIBRARIES** is a 16 page newsletter, issued five times per year.

FREE provides the home schooling parent with a reliable list of recommended free materials and services.

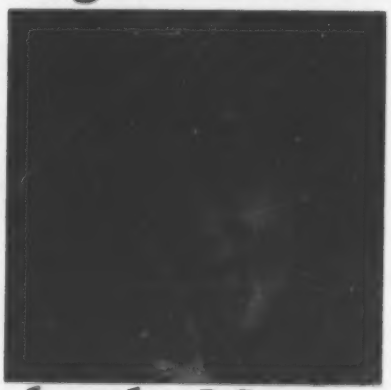
FREE will expand the home schooling parent educational resources with a minimum amount of cost and effort.



Subscription Price:
$17.00 Prepaid
$20.00 Billed

To subscribe please contact:
FREE MATERIALS FOR SCHOOLS AND LIBRARIES
Dept. 349, Box 34069, Seattle, WA 98124
Tele: (604) 876-3377 Fax: (604) 876-3377

Original Classics



by the Master

"I can't think of a better way to gather a family together. . .than around the sweet genius of this man." - The Boston Globe

For a free brochure of
Jay O'Callahan's
stories on audio cassette,
call 1-800-626-5356.

midwifery, natural birth, and herbal medicine. Your pen-pals will also turn you on to their multitudinous interests.

Meet contemporary fine art photography. Art is alive. People who make art love life. Photographs reproduce well. I recommend starting with *Looking at Photographs* by John Szarkowski. Or try making art of your own. Three pink carnations in a porcelain bowl are waiting for you to make art. Buy a camera and make art.

You say you like to read. Want hundreds of ideas for quality, engaging books? Buy *Good Reading: A Guide for Serious Readers.* Or read *Silas Marner,* by George Eliot, which is about love. This novel shines with the platonic love of a weaver for an orphan girl.

Or examine some photos of Monticello. Do what I did: go there. Stand, as I did, on that lawn in Virginia in October and experience the grace of this stately architecture, its quiet, its serenity. Learn about its architect, Thomas Jefferson, in the biography by Dumas Malone.

Other ideas: I predict that kangaroo photos will inspire you. Look at portraits of animals made by the best wildlife photographers. Ask your librarian for a list of children's books that have won the Caldecott medal for fine illustration. These are gems. Study the huge photographs in *A Day in the Life of Japan* and the many other titles in that series (Ireland, the U.S., Russia, China, Italy, Spain). Fill your home with classical music. Beethoven is exhilarating. There are children's books on the lives of major composers. Explore opera; I like Bizet's *Carmen* (try it first in English). Or, I sometimes listen to Broadway musicals. Cole Porter will not disappoint you. I'm not religious, but you are, you say; I suggest sacred music to you. Try Bach, *St. Matthew Passion.*

Resources of premier quality, stimulating correspondents, and art-making (photography) will inspire you, I believe. Share these materials with your kids gently and unobtrusively. After you are acquainted with Beethoven, find out how entrancing your kids find Chopin. Or sing "Three Blind Mice" (part singing) with your kids!

Tracy Woolery writes with her latest thoughts:

I am happy to report the progress I've made. I've heard how a struggle often precedes a breakthrough in understanding. This is what happened with me. I did the best I could to explain the struggle, but now that I'm through it I have a better understanding.

Writing to GWS was the beginning of writing more about my goals. I found I didn't have any specific goals because my long-term goals were not clearly defined or understood. I realized that I didn't know what I wanted to accomplish. I mostly knew what I did *not* want to accomplish or teach. I've since studied in my guidebook, the Bible, to get a strong foundation. It turns out to be this: to teach a harmony of physical and spiritual truth in three realms – (1) knowing God and his creation; (2) loving God and neighbor; (3) serving God by caring for man, beast, and earth, all in accordance with his Word.

After I could understand these three goals of knowing, loving, and serving, it became clearer to define the little steps to get there. It also became easier to see that I do not lack enthusiasm for life so much as for the school model of learning, which is always removed from real life work. Now I understand that my work can and must be the context of what I teach. That way I can get my work done and teach not only the practical skills at hand but also the principles involved in the work which carry over to other kinds of work. I have often read in GWS about the idea of allowing real work to be the context of learning, but now I truly understand what this means, and what a blessing it is! I have gained a much deeper appreciation of the value of my own simple housework and a confidence that it is worthy of passing on to my children.

I ended up making a list of things I wanted my daughter to learn some time in the next year or two. Then I categorized it in my notebook according to work, academics, and art. Work, I can teach while I do my work. Academics, I will teach by following a basic plan of introducing one new

concept or skill each week, which may often happen naturally in the course of doing our work. Art, I will allow time for each day, and will make a special effort for my daughter's sake to work beside her once a month in a project of her choosing. (That is a concession on my part since I do not personally enjoy arts and crafts. I think if I do not have to participate in it often, I could enjoy it more as a novelty.) This list is centered on practical skills which I will use as a springboard for teaching spiritual truth. Now that I understand my goals it's easy to answer the question of "Why am I teaching this?"

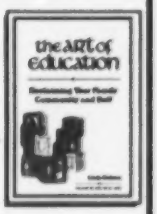
Now we have a schedule which is flexible but demanding, simply because the work is demanding. I am very happy with it. There is very little time for boredom, even for my 4-year-old son, because everyone helps in the work as much as they are able. On a daily basis it works out to about 2-4 hours of work and play each, 1-2 hours of academic teaching(which includes daily Bible study, piano practice, and Spanish practice), and regular eating times, all broken up into smaller segments as the needs of the day dictate.

I really feel that the boredom we all felt was from a lack of direction and lack of energy on my part. How quickly I forgot the nine long months of pregnancy, during which I was usually ill. Also, the winter is long and we get tired of being indoors since we have no car during the day and live in a rather rough and dreary neighborhood. There were good reasons to be bored and unenthusiastic, but it's good to remember how the human spirit cannot tolerate boredom, and eventually boredom becomes the door to new areas of learning.

I think my perception of what learning involves was based on my memories of school, and that was depressing. What's more, my church follows a schoolish format so the school experience is not as distant as I would like it to be. I didn't know how to offer anything better. I thank GWS for publishing my letter and all the readers who candidly share their problems and inspirations. Your experience and insight is so valuable to me! ◆

the ART of education

by Linda Dobson



"If you only read one more book in your entire life time make sure it is this one! Four Stars plus Four More!"
Cindy Wade, *Right at Home*

$16.50 postpaid (reg $18.25)

Home Education Press
PO Box 1083, Tonasket, WA 98855 509-486-1351

Home Education Magazine

"The philosophy that permeates this magazine is one of absolute confidence in the ability and rights of parents."
Christine Webb
President, Oregon Home Education Network

• $4.50 Current Issue • $24 One Yr •

Home Education Press
PO Box 1083, Tonasket, WA 98855 509-486-1351

CLONLARA SCHOOL
HOME BASED EDUCATION PROGRAM

Clonlara...Home Education In A Class By Itself

Clonlara serves all age ranges - early education through secondary.

Clonlara School Home Based Education Program is one of a kind. It provides home educating families with a comprehensive, innovative program, offering parents and their children choices galore.

Clonlara School gives families:
- peace of mind
- fully-functioning private school
- help in designing and operating your program
- counseling and guidance
- a subscription to The Learning Edge Newsletter

Pat Montgomery, Ph.D
Director

For more information-

Clonlara School
Home Based Education Program
1289 Jewett Street
Ann Arbor, MI 48104
(313) 769-4515

Focus

Homeschooling with a Non-Parental Adult

With a Grandmother

Interview with Aileen Aidnik, who is homeschooling her 7-year-old granddaughter, Shana, in California:

How did it come about that you are homeschooling your granddaughter?

My daughter is a single mom, and she had had her daughter, Shana, in home daycare with a mother who is homeschooling her own kids. This mother, Janet, did daycare for four or five kids, and Shana was with her during her kindergarten year. When Janet moved out of our area, it was a dilemma: what to do with Shana? I had been quite involved in Shana's care already; I was seeing her every day. I told my daughter that if she wanted Shana to homeschool, I would do it. I didn't feel exactly qualified to do it, because Janet had an M.A. in preschool education and I had no training, but I said I would do it anyway.

Had Shana's mother been interested in homeschooling all along? Is that why she chose a daycare run by a homeschooling mother?

Not at first. I knew Janet, and I just recommended it to my daughter as a good daycare situation. I knew that Janet homeschooled, but at the time I knew nothing about homeschooling. But we saw that Shana was learning lots of things with her and having a great time. I would pick her up from Janet's at 4:00, because even then I helped my daughter out since she didn't get home until 6:00, and over the year's time I got more and more interested in homeschooling as I would talk with Janet about it. My daughter also didn't like her own school experience, so she became interested in homeschooling as well. So as I said, I told her that if she really wanted Shana to be in a homeschooling situation, I would learn everything I could about it from Janet and from anyone else, and I would try it. The same week that I made this offer, I was offered a great job at a very good salary (I'm a nurse). My daughter, and Shana's father, decided to pay me some money for homeschooling Shana, to cover my own bills and to allow me to buy some materials for Shana.

How did you go about learning about homeschooling?

I have several friends who have done it in the past, so I had been on the fringes of it, hearing things, for a while. I spent a lot of time talking with Janet beforehand, and I always called her during the year whenever I needed to check something. She told me about David Guterson's book *Family Matters*, and that was one of the first books about homeschooling I read. She also belonged to a support group and she took me to a meeting toward the end of last year, before I began, so that helped a lot. I still go to the support group meetings and I still read a lot. I've got nine homeschooling books sitting on my desk right now!

Did it seem unusual to you to be doing this as a grandmother? You must not have seen many references to that set-up.

I didn't see any literature that discussed the grandmother doing the homeschooling, and that felt a little strange. In some ways, I do still feel in the middle sometimes, because I have my daughter and Shana's dad whom I have to please on some level. But my daughter is very flexible, so almost anything I want to do with Shana is OK with her. But as I say, I'm obviously not Shana's mother and there *are* decisions I can't make by myself. There needs to be communication between us.

For a while, I didn't really have a sense of how much my daughter liked the homeschooling and whether this would continue next year. Then the homeschooling group had a country fair, where kids shared geography projects they had done. We had read the book *Flat Stanley*, and Shana had made a "flat Shana," a paper doll of herself which we sent out to friends and acquaintances in different states. The doll essentially went on a trip and came back with an itinerary of what it had done. We presented this project, with all the souvenirs and maps and pictures. Anyway, at this fair, Shana was talking to some people who were new at homeschooling, and when they talked to me, their eyebrows kind of went up when they found out I was her grandmother, not her mother. But then my daughter joined the conversation and was so animated about homeschooling, encouraging them to do it. Until that point I don't think I'd had a real feel for how important homeschooling was to her and how pleased she was with what I had done. Now I know that we'll continue it this coming year, and that relieved my anxiety about being in the middle.

Probably a lot of families take it year by year, regardless of whether it's the mother or the grandmother who's in charge.

Yes, it's taken me some time to learn that it's really not that different for us. I felt like I was in a unique position because I didn't know what was coming next, but when I said that to one of the moms in the support group, she said, "We do it on a year-by-year basis too."

Do you have a system for keeping in touch with your daughter about what Shana has been doing?

I don't have a particular system, but we do keep in touch. She drops Shana off every day and picks her up, and she often calls during the day to say hello. Generally, she knows what we're going to do or what we have done. For several months this year, she was away, trying out a new job elsewhere, so that added to the uncertainty. We wanted Shana to finish out the year with me, so during that time, she lived with me full-time. That meant Shana had some major adjustments to make, but I also think that her being with me was a stabilizer while other things were uncertain. Now her mother has decided to stay in this area, so things can continue as before.

How much did you feel the need to consult with your daughter about decisions you would make?

Shana and I started off using a prepared reading program that Shana absolutely hated. We decided to chuck it because she was getting turned off to reading. When I was deciding what to do about this, I would sometimes tell my daughter what was going on – that Shana was becoming resistant to reading, that I put the program away and that we didn't read for a while, and then that we were going to the library more and more. I didn't exactly ask her permission to stop using the reading program, but if she objects to things, she can certainly say so. She does trust me, and she can see that Shana is learning and is happy. I think she knows much more about what is going on than she would if Shana were in public school. Sometimes I'll bounce an idea off of her, I'll say, "What do you think about this?" Or, if I want to go on a field trip, I check it with her if it involves extra expenses because I know money is tight for her.

Has she ever objected to anything you've done?

I can't think of any times that she's flat-out put her foot down about something. The only time it gets iffy is if she thinks I'm taking over being the mom. I have to remember that Shana is not my child, she's my daughter's child. That's where the communication comes in. The line between parenting and homeschooling is blurry for anyone, and it is for us too, so I have to be real respectful of my daughter. But we've both learned from this process.

How do you think Shana feels about the set-up?

I know that sometimes she wishes her mom could be more involved, because she knows that other moms are more involved. She does miss her mom, too, just because she's gone for twelve hours a day. But she does certainly understand.

What do you think are the implications of your situation? It seems as though it can suggest options for other families.

Shana and Aileen making a journal of a camping trip they took together. Says Aileen, "We studied volcanoes, Indian ways, pioneers of 1860, animal skins and bones – what a fun week!"

Yes, I think it's really exciting, because it offers people a broader range of choices. If the parents can't do the homeschooling, that doesn't mean it has to stop. As long as you keep the communication lines open and know what the parents' expectations and needs are, this can work really well.

The state newsletter, *The California Homeschooler*, has a grandparents column. The other grandparents write about offering support for homeschooling in some way – doing field trips or sharing personal history or skills. I'd love to hear about more grandparents who are the primary caregivers, but I do also think that it's great for grandparents to participate in whatever way they can. The more they understand about homeschooling, the better.

What's been the reaction from the local homeschooling community, given that yours is an unusual arrangement?

I felt very welcomed by the homeschooling community. While I may not always agree with the support group philosophically, they've been really wonderful about taking me in, giving me any information that they could. The focus is on how to make homeschooling work, and whenever I have questions, there's always someone who can answer me.

What surprises have you had in this experience?

I had no idea, going into it, that I would like it as much as I do, and I didn't know if I could do the job. I had never had any teaching experience before, but when I found out that most homeschooling parents don't have that either, I felt better. Once I found out that we could be flexible, it made all the difference. I gained more confidence. Now I'm having a lot of fun with it, and if Shana's mother had decided not to continue with it this year, I would have been crushed!

With an Uncle

Interview with Jerry Mintz of the Alternative Education Resource Organization, who homeschooled his 10-year-old niece several years ago:

What were the circumstances that led you to be the primary adult homeschooling your niece?

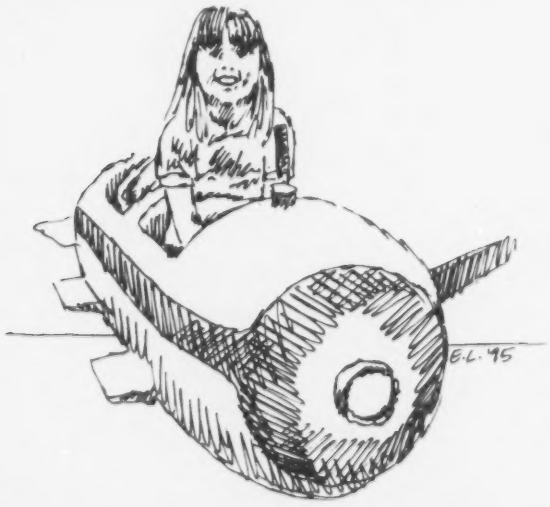
I've been involved with alternative education for many years. I founded and directed an alternative school, I have helped other people start alternative schools, and I helped organize the first homeschooling group in Vermont. When my niece, Jenifer, began having a lot of problems with school, we tried a variety of solutions, including putting her in a private school, and nothing worked very well. We finally got to the point where my sister, her mother, really couldn't find any good school solutions. She thought it might be a good idea for Jenifer to start homeschooling, and we all discussed the idea of having me be the primary instructor. We discussed the idea with Jenifer's father, as well, though he and my sister were separated.

You had already been involved in Jenifer's life, then?

At that time, we were all living in the same house. I'd always been very connected with her and we had had a good relationship. In fact, a lot of the interest in homeschooling came from Jenifer, because she knew about it as a possibility, from my work. If I hadn't been available as a resource, I don't think homeschooling would have been a choice for them.

How did you feel about the idea at first? Did you think it was going to mean a big time commitment for you, or a change in your work arrangements?

I was prepared for the commitment. I wanted to do what was best for Jenifer, and so I had always been willing to help in any way that I could. I'd worked with kids individually and in groups for many years, and my approach could be called an unschooling approach, or would be called that today. I'd seen it work so well in so many different circumstances that I fully expected it to work in Jenifer's case too. So I knew that homeschooling wouldn't mean sitting and teaching her all day. I knew that she would be able to go with me when I was asked to attend an education conference or to help as a consultant, and that she would be able to participate in that process. Of course, I knew it would mean that I was going to have to spend more direct time with her also, but I was prepared to make that commitment.



It's interesting to realize that a parent considering homeschooling a child of that age could think along the same lines. You were able to fit homeschooling into your working life, and maybe parents can see it that way too.

It was just a rearrangement of my time, but it didn't mean I couldn't do the work I had been doing. I think it's important to take kids with you whenever you can. They learn as much by seeing how you live your life as by anything else. I always say that in some ways, homeschooling is a misleading term. It should be called home-based education, where the family simply takes the overall responsibility for the education, but then they can involve others as they want to.

So then when you say "family," that can include other members of the family, like uncles, as well.

Absolutely, it can include the uncle too. This is one of the things that's missing in our society, the involvement of the extended family. Jenifer's grandmother was also very involved in the homeschooling process.

In your case, you were already very closely involved in Jenifer's life. I wonder if it could work in other cases, where the other family member hadn't been as closely involved but was now going to be the primary adult in the homeschooling.

Yes, I think that relationship *can* be established, but it really is an individual question.

How did your homeschooling with Jenifer actually go?

Well, it wasn't *easy*. Jenifer is a very strong personality, and so there were a lot of things to work out. But we *were* able to work out whatever problems arose. We used the process of family meetings. In fact, Jenifer describes some of these in her book, *My Life as a Traveling Homeschooler*. One of the biggest problems that she had at that time was that she had trouble with peer relations. Through the process of homeschooling, in which we did have a lot of interaction with her peers, she really overcame those troubles. You see, in school, the relationship between kids is often not an empowered one, and there isn't a process to resolve things. During the summer that Jenifer spent with me, there were eight of us traveling together in a kind of summer program, including six kids. We had many meetings to work out the relationships between the kids, and I think that through that intense process, some

dramatic change happened in Jenifer's relationship with her peers, and since that time it's been really good.

What kind of time did you spend on things that might fall under the category of academic work? Did Jenifer have any goals in that regard?

We often did that as we traveled. For example, when we were traveling out to Montana to help some people there start a new school, we spent a lot of time on the train discussing things, reading the newspaper, talking about current events. We had a process, which she describes in her book, in which we were able to determine the things she was interested in – it's what I call a question class. She brainstormed a list of questions she had, about all kinds of things. Sometimes we'd just be aware of those things, and sometimes we'd pursue them directly or go to the library to find a book about the subject. In general, I wasn't worried about academics for Jenifer. One of the resaons we started homeschooling was because in math, for example, she had come to think of herself as being no good at it because she wasn't getting her assignments in on time. Yet on standardized tests she was scoring three years above grade level. So I felt that in a different environment, we wouldn't have to worry.

What was her parents' involvement as the year went along?

I had discussions with them before we started and tried to communicate what the process was going to be. In retrospect, I don't feel that I did a thorough enough job, so I'm not sure they were fully able to understand what was happening. For example, I'm not sure they realized that the peer problem was one of the most important issues that Jenifer was working on. And I'm not sure they realized that she was learning even when it didn't look like we were doing schoolwork. I think they had the idea that we were supposed to follow the textbooks and do what the public schools were doing. We did discuss this, but maybe not enough. In some ways, it's nearly impossible to make the idea of not doing formal schoolwork clear to people who haven't experienced it.

Throughout the year, we always showed Jenifer's parents the work that we were doing. I'm not sure exactly how we could have done it differently, but I do think that even though my sister was leaving it to me to do a lot of the teaching, we could have worked out ways for her to do more than she did.

It's sort of like the homeschooling family in which the father works long hours outside the home and the mother is the one working with the kids, but then they try to find ways for the father to be involved in the homeschooling when he can.

Yes, I think that's a perfect analogy. We might have been able to come up with ideas in that way.

How long did your homeschooling experience last?

We did it for just one year. Then my sister got remarried and they moved away, and it wasn't logistically possible for us to continue homeschooling in the same way. The idea of somehow continuing did keep coming up, but it never actually happened. After we had done the official homeschooling, Jenifer and I worked on the book that she wanted to write about her experiences, so that was the way we continued working together even after she had moved away.

What would you say to other families? Do you think this idea, of having someone other than the parent be the one primarily doing the homeschooling, is workable for others?

Yes, I would definitely tell others to try it. I would just make sure that everybody is involved and that there's good communication. I think the way to look at it is that in homeschooling, the parents simply take over the educational process from the school, and then they can organize it however they want, whether they involve a relative or a friend or hire a tutor or whatever.

I think we can see what Jenifer got out of that homeschooling year. What do you think you *got out of it?*

I'm really pleased that I was able to participate at a crucial point in her life. I really believe that what we did was a key to some of the future success that she had and is going to keep on having. ◆

Jenifer Goldman is now 16 and a junior at a public alternative school in New York. Her book about her homeschooling experience is *My Life as a Traveling Homeschooler*, available from the Alternative Education Resource Organization, 417 Roslyn Rd, Roslyn Hts NY 11577; 516-621-2195. After seeing a copy of our interview with her uncle, she wrote us these thoughts:

I think there were many significant changes that resulted from my homeschooling experience with my uncle. I got to learn firsthand what I needed to know for life instead of learning from a textbook. It's no good to teach a kid that one plus one equals two without teaching them where they need to know it, that one comic book at $1 plus one comic book at $1 costs $2, plus tax.

I learned about how to relate to people, too. I really don't know what it was that changed about that. I always used to have trouble getting along with my peers. Maybe now I get along with them too well! I also think I take more initiative to learn now than I ever did, because when we were doing homeschooling, if I wanted to know more about something, we just found a book or person that could teach what I wanted to know about it. Now if I want to learn something, I know how to go out and do it.

I'm sure homeschooling with somebody other than a parent can work if you want to make it work. In my case, I already had a good relationship with my uncle and we were close to begin with. Part of any experience is learning how to make the experience work. After that, everything falls into place. Once the child knows how to learn, it's not as important who the teacher is.

180 BEST COPY AVAILABLE

Watching Them Grow

How interests develop and turn into adult work

Penny Barker (OH) writes:

Two sections in GWS #104 played like a resonant chord in my mind: the pieces about moms finding their work and the stories about children's work as little ones leading them to particular endeavors and interests as young people.

My five homeschooled kids, now aged 17 to 27, all do things that reflect the years they have spent having time and freedom to make choices about what they pursue in their day-to-day lives. It's true that it was expected that they would contribute to our family's business (we run a summer program for children on our farmstead), but even with this commitment, without time spent in school or on school buses there was plenty of time to pursue their personal interests. What they're each doing now is sometimes an obvious reflection of their child's work; other times the reflection is more subtle.

Since he was 16, Jonah, my youngest, has lived in Missoula, Montana, where he has his own mechanic's bench in a shop there. He says he is saving money in order to get his helicopter training but in the meantime he seems to enjoy his workaday job. It is a reflection of many of Jonah's childhood days spent in Richard's workshop working on small engines. He has been interested in them ever since he was 9 and he was always the one I called on when my washing machine, powered by a small gasoline engine, went on the blink. I remember when he was 12 and took his first engine apart to clean and then reassemble it. I was amazed at how meticulous he was at lining up and keeping track of those tiny pieces and then getting it all back together again so that the engine ran.

Dan Barker

His siblings tell me that Jonah is very appreciated at his current job. Jonah also follows another pattern of his childhood – that of living in a family setting. In Montana he lives with his brother and sister and two cousins, which provides the familial nurturing to which he was accustomed growing up in our family of seven.

Ben, also in Montana, had an early springtime job riding herd, using cattle pony, on a herd of 400 calving cows. Since his cousin out there had had no luck getting a job in six months despite his degree from Carleton College, I was skeptical of Ben's finding work. But his time with animals on our farmstead during all of his 18 years (I've seen him pull many a lamb from an ewe and kid from a goat during birthing distress) and his specific project of raising dexter cattle gave him the model he needed to walk right into this job. He rode herd through the night for weeks, catching snatches of sleep in the little cabin warmed by wood to house distressed calves born into those cold Rocky Mountain nights. Ben's comment about the job is, "It feels like I've been doing this all my life."

At age 9, Dan (now 21), became very inspired watching Dr. Suzuki lead a group of young cellists on the stage at Oberlin Conservatory. It was right then that he decided he wanted to play the cello and his enthusiasm for the instrument has never wavered. Now, twelve years later, he is performing on that same stage with the Oberlin Chamber Orchestra. It gives me a strange sense of time to sit in the audience listening to this beautiful music, seeing Dan help make it, and remembering the short time ago when he sat beside me wide-eyed at those making the music. At that time, though I knew Dan loved his cello, I had no idea he would want to go to a conservatory or play in an orchestra. In fact, I thought he probably wouldn't want to follow those traditional paths. Oberlin, being the oldest conservatory in the country, is very traditional and Dan has had to work through some things, like testing. With clear, articulate, unarrogant discussion with his instructors he has managed on his own in helping them understand his way of learning, which involves understanding, leading to familiarity, resulting in application – *not* learning for tests. His instructors have not only been supportive but even in some cases enthusiastic about his learning style.

Maggie, a year older than Dan, continues with her childhood interest in animals. As well as her sled dogs which I've written about in GWS, she is training dogs for Search and Rescue and teaching other people to train their own Border Collies for work with livestock. In the usual entrepreneur style she has engaged in since she was 11 and selling her sheep's wool, she put an ad in the local newspaper and in no time had people calling her for the stock dog training lessons she was offering.

This is all an obvious reflection of Maggie's childhood work, but what has surprised me is that her patience and rapport with her animals has lent itself to making her super at working with people who need much patience and rapport as well. Her springtime wage-earning job has been at the local Mental Health Center in Missoula, where she works with the mentally challenged. This is work that she never

dreamed of, for which she seems amazingly well prepared. These same qualities are what make her such a great expedition leader with her brother, Ben, in the summer.

At age 27, writing and playing the piano and cello are still large parts of my oldest child's life, just as they were when she was growing up. But Britt's actual wage-earning is a great job on the Wyoming Railroad. I think this is a definite reflection of the days and weeks she spent as a teenager on train trips across Canada, England, France, Greece, India, and Costa Rica. She always had so many train adventures to share with us! Then she was a passenger; now she's the brakeman jumping on and off the train as it makes its way across the prairie. From a letter of Britt's about the railroad: "It's like a different shade of color, just a shade different yet it is a completely new shaft of light, coming from a different angle of the prism. The rails run parallel to the roadway, they are each in a different world, yet they are the same. If I really look through various metaphors, I see that it is an issue of physics, of multi-dimensionality – and there is a lesson hidden which I am on the path to discover for myself. It is like a veil lifting each time I get on that train."

Britt, like Jonah, says that this work is her ticket to affording more flight ratings, since flying remains her passion. But she is going for Engineer Training to satisfy something in her before she leaves the rails for the sky. Her favorite song as an 8 year old was a recording of a woman singing the song, "But I just wanna be an engineer!"

It is not only our children I see going from one thing into something related; I see myself and Richard doing this too. Richard sees his work in Japan as a teenager, organizing a Boy Scout troop, as leading directly into his organizational skills with our farmstead program. And even more obvious is his time spent with his Uncle Dan rock climbing in the Sierras as a 15, 16, and 17 year old. This is directly linked to his helping his own children scout out expedition routes for their mountaineering programs, something he does each fall.

My own care of my family's environment fell to me at the tender age of 11. I didn't realize it at the time, but it made the setting up and care of environments a strong interest and model for me. This led me to Montessori teacher training. For seven years I set up "prepared environments" for the 3-6 year olds in my classroom. As a homeschooling parent for twenty years, I set up environments geared to my children's growth, and setting up and caring for an environment has always been an integral part of Richard's and my work with young people on the farm. But I think this skill is finding its most longed-for voice in the Women's Retreat environment I designed this past year.

At first, this thing inside of me wanting to be expressed seemed geared to a written endeavor. I wrote a manuscript in four parts which was a story based on my life as a homeschooling parent. People who read the completed manuscript liked it. I put it on my shelf and knew it was there. My mind didn't consciously work on it, but I believe it did unconsciously. It suddenly occurred to me one day, with that "yes!" feeling of rightness that happens sometimes, that what I wanted to share with other women was not the mind part of my life but the living heart aspect. My Women's Retreat endeavor uses what I consider my greatest talent: the setting up of a nurturing environment where people are able to come to their own learning, their own insights, their own centering.

Last fall I went to Prescott College in Arizona to gather some specific training for some of the activities I wanted at my retreat – sandpainting, toning, Feldenkrais training in new ways of walking on the earth, etc. I was wonderfully reinforced when one of my favorite instructors implored me to open up a space for her in my first retreat.

This all leads me to believe that if I trust each step, enjoy each phase of life, each different endeavor, I will be taken where I need to go, just as my children are. This trust in each step gives security at the same time that each new step satisfies my spirit's need for adventure. ◆

HIGHREACH® LEARNING, INC.

AWARD WINNING EDUCATIONAL PROGRAMS FOR CHILDREN 16 MONTHS TO KINDERGARTEN

HighReach Learning is committed to creating innovative, high quality developmentally appropriate learning materials which allow you to easily facilitate a creative, integrated, hands-on learning experience.

◊ Thematic monthly teaching guides

◊ Big Books, Puppets, Cassette Tapes, Flannel Board Stories and MUCH, MUCH MORE!!

◊ Easy-To-Follow Lesson Plans

◊ Economical

HighReach®

CALL **1-800/729-9988** FOR A FREE 1995-96 CATALOG

P.O. BOX 19309 Charlotte, N.C. 28219

Qualified, but Not Credentialed

An Interview with Charles Hayes

Charles Hayes's book *Proving You're Qualified* is about how to present yourself without school credentials. In this interview Hayes discusses what's wrong with using school credentials to judge people.

Susannah Sheffer: What are some of the problems with the current way we judge people on the basis of school credentials?

Charles Hayes: What happens specifically, when we hear that someone has a certain credential, is that we start paying attention to *who* we're talking to and not what they're saying. There have been a significant number of tests in which someone will stand up and say, "I'm so and so with these credentials," and then they ask people in the audience what they thought of what was said, and it will come down to who they thought the person was, not what was actually said.

We've become so reliant on school credentials, so accustomed to using them to judge people's qualifications, that we sort of deny it when our own experience contradicts their value. Maybe someone with a credential is not actually qualified, or someone without any credentials is extremely qualified. Today, as the workplace has changed and become much more complex, it's actually harder to hide behind a credential and I think it's more important to have ways of determining what people actually know. Things are changing too fast, and for the first time, performance really matters; it really matters whether you know what you're supposed to know or can do what you're supposed to do.

SS: Now, I know that some people might say, what if people with credentials really do know more than people without them? What if "a Ph.D. from such-and-such prestigious university" really is a shorthand way of saying "extremely qualified in the field"?

CH: It would be great if we could be sure of that, but we've never been able to be sure. Of course, some people who have those credentials certainly have the knowledge too. But the credentials are absolutely no guarantee, and that's why it's wrong to rely only on them. And then, there's no clear way to measure certain kinds of knowledge or certain qualities like curiosity and enthusiasm.

SS: People often assume that if you have a certain degree, it means you actually spent meaningful, productive time at a given institution, whereas probably for many people, it was a matter of marking time, and not much of the material stuck with them. Certainly that's true for many high school diplomas and probably too many college degrees as well. So my feeling when I hear that someone has a degree is, "Yes, but that doesn't tell me anything about what they actually did in that place to get that degree."

CH: And it's my argument that there are millions of people without a college education who have learned as they needed to, learned on the job, and performed extraordinarily well. But they're never recognized as promotable.

SS: It interests me that in your book you often talk about lack of credentials as barriers to promotions. I think a lot of young people worry about it even more with regard to getting hired in the first place.

CH: Well, it's true in both cases, although I think much of what's in my book actually applies to someone of baby boomer age. For a young person nowadays, I think it's increasingly true that if you have experience and you can document it, there's good chance you'll get hired.

I do some consulting work in the oil industry, and I was on a project for a pipeline industry in Alaska. I worked through a temp agency, and I was among four people hired. I was the only one who didn't have an engineering degree. A month into the project, they fired the person who had the most credentials. The sad thing was that his response to that was to go back to school to get yet another degree. He saw the problem that way, and I had argued with him in a friendly way, because he saw me, without credentials, as the antithesis of everything he had worked for, whereas I said he had a case against his university because he had spent ten years there and no longer had an insatiable desire to learn.

SS: Well, of course the next question is, how else can we judge whether someone is qualified, if not through a school credential? I know that when I've had this discussion with people over the years, invariably someone says, "I certainly wouldn't want an unqualified surgeon operating on me," and so on. Some people see credentials as safeguards, as protection, in that way.

CH: I wouldn't want someone operating on me that I didn't trust, either, but I would feel much better if I thought that they were awarded the privilege of operating on me because of what they had demonstrated practically, under close care and supervision. Now, in medical training it may often be true that one does get a chance to demonstrate practical application. In so many fields, though, we don't use nearly enough practical application; it's just a matter of taking paper tests. And then we have a tendency to trust the credential above all, so that if a credentialed person makes a mistake, there's a tendency to blame it on anything other than the simple fact that they may not know what they're doing. On the other hand, if

someone doesn't have a credential but has the ability, that will be judged as a fluke, and the first time they do something that isn't quite right, people will say, "See?"

SS: Practically, then, how can people demonstrate their experience and abilities without showing school credentials?

CH: There are many imaginative ways that you can document what you have done in the past, and, depending on the nature of the ability, you may be able to demonstrate what you know or can do, as well.

SS: You're talking about keeping a portfolio, and this is something homeschoolers often have to do anyway. Maybe this is actually a useful skill to develop for later on, instead of just something burdensome right now.

CH: I think it is. If you have been documenting your experience all along, you'll be good at presenting yourself and what you know, and that can only help you as an adult.

SS: I know there are good reasons to be skeptical about whether a person who has a particular degree is actually, necessarily, skilled in that area. But do you think that *even if* school credentials were a reliable way to judge people, there should still be other options?

CH: Yes, it's always good to offer options, to let people learn things in other ways. We shouldn't discriminate against people who can demonstrate that they have learned something, even if they have learned it outside of school. Of course, too often, universities kill curiosity, kill the desire to know, so the person who hasn't gone to school will often in fact have *more* curiosity. Sometimes I think that if you tried to contrive a way to dull the senses and make people lose general interest, you couldn't do better than to make the school situation the way it is today.

SS: What would you think of the idea of making it illegal to discriminate against a person on the basis of how much schooling he or she has? In other words, to make it so that employers can't ask questions about how much schooling people have had, just as there are now other questions they can't ask?

CH: I like the idea, and in fact I recommend in the book that once a person has been hired, evidence of their diplomas or degrees be locked away so that no decisions about promotion are based on that information. I think it would be great if that were done even earlier, during the hiring process, as you suggest. It would be a bit problematic to try to set up a situation in which you truly judge what the person knows rather than relying on the credential to tell you, but it would certainly be no more problematic than what we've got now. In one sense, perhaps, it might feel harsh to people, because they'd be judged much more directly on the basis of their performance, and that can make people very sensitive. But it might be better in the end.

SS: Yes, even if it's almost impossible to imagine our society *not* asking for information about schooling, I find it interesting to think about it: how *would* we judge people? What would change?

CH: It's also interesting to think about how things would run if we devised a system to find people who were genuinely interested in what they were doing! Of course, you can't test for that, but it would be nice if it were considered important. Right now, traditional education doesn't think it's very important whether a person is interested or not. As a result, it never ceases to amaze me that we have an educational system that produces millions of people who, if you ask them what their strengths are, will look at you as if that's an amazing question. These can be people with all sorts of degrees, but strengths have never been the focus of traditional education. Traditional education focuses on weaknesses. What if we made a whole educational system that was about building on strengths?

SS: I think of homeschooling right away there, because I think that's often what homeschoolers try to do. Sometimes they may worry about whether that's the right approach, though, since they feel [illegible] usual voices saying it's in. [illegible] focus on weaknesses. Can you say something about the advantages of focusing on strengths?

CH: If you have produced a child who has that sense of knowledge about himself or herself, then it's going to be obvious to everyone that that person stands out. It will come across as self-confidence and it has to imply a sense of purpose. I'm sure that people will continually find such a person very interesting.

I often fantasize about what it would be like if colleges and universities were organized in such a way to simply assist people who had a strong interest in something that they wanted to know.

SS: Or elementary and high schools, for that matter.

CH: The main thesis of my book is

HANDS-ON PRESS

At Hands-On Press, we believe that the best learning is done hands-on. It's been proven again and again. That's why we specialize in independent learning guides full of activities to excite young people.

We also know that students are individuals, and will have differences in areas of interest. Our self-directed guides provide them with room to run in areas they find most interesting, and plenty of suggestions to enable them to go a little deeper.

Please call or write to us for more information. At Hands-On Press, we're putting the fun back in learning!

2601 ZEPHYR Dept G
COLO SPRINGS CO 80920
(719) 593-1816

really about the difference between "getting an education" and *taking* an education. I'll say that to people and they'll nod but really have no idea what I'm talking about. To take an education means to develop responsibility for your own curiosity, to go after the knowledge as if you already have a right to it. Go after what you want to know; don't just wait to be taught. There are so many bored people in this society, people who not only don't have any dynamic interests but who sort of hold new information at bay and don't want to hear anything that will change their view of things.

SS: You say in the book that sometimes it's legitimate not to fit in somewhere, that sometimes structural change is what's needed, and of course that resonates with homeschoolers' experience. It seems to me that someone with the attitude you describe about learning might not fit in in the usual school setting.

CH: Right, they often wouldn't. Depending on the school, it might be that this attitude of curiosity and taking responsibility could flourish there. There are also nontraditional ways for people to get whatever credentials they need. But often the point is that structural change would be needed so that curiosity and responsibility would be welcomed.

SS: What are some smaller steps we can take, then, short of that complete structural change? How can we choose not to favor people with school credentials, for example?

CH: First of all, if you can understand our tendency to judge on this basis and if you can understand the drawbacks of doing that, you can make it clear, within your organization, that people who take charge of their own learning will be the ones who succeed, rather than just people who have certain credentials. I think it's important to make it very clear, so that people who are used to getting ahead on the basis of their credentials won't be confused or angry if you don't choose them. The same could apply to advertising for a job opening. If you make it very clear at the outset that you won't be judging on the basis, or only on the basis, of credentials, you've set the criteria in a different way. If you open this up and let people see how arbitrary and unreflective the system we're now using is, I think you can change people's minds about it.

SS: Sometimes we have to evaluate people not just because we want to hire them for a job but because we want to use their services in some way. I remember once having to choose a doctor, for example, and the only information I had available to me was their school credentials.

CH: If you don't want to choose on the basis of credentials, you have to ask a lot of questions. In fact, it's ridiculous that we don't do that already, that we rely on the degree instead of asking questions. If you're not relying on the degree, that automatically elevates your responsibility for actually *listening* to what the other person is saying. ◆

***Proving You're Qualified* is available from us for $16.95 + $4.50 s/h.**

CBSI 486 Computer Included

Earn $4,000 Per Month Performing Needed Services For Your Community From Your Home With A Computer!

Begin part-time and still retain the security of your present position. You do not need to own or know how to run a computer. If you purchase our software and training material, you will receive a computer at no extra cost. If you already own a computer, we will give you a discount. We have been in business 14 years and have developed over 25 services you can perform for your community. You will be assigned a program advisor who will help you start the programs that will fit your background.

Start now and build a lifetime business from your home that will benefit you, your family and your community.

To receive free cassettes plus color literature, call toll-free:

1-800-343-8014, ext. 58

Or Write:

Computer Business Services, Inc., CBSI Plaza, Ste. 58, Sheridan, IN 46069

Anyway, as I said, her writing is improving bit by bit. She has plenty of good examples to follow. She sees me writing lists of things to do or buy, writing stories and letters (which I will then read to her if she's interested). I keep a journal for myself and also keep one for each daughter of things she's said and done and things that have happened to her since she was a baby. Kelly sees me writing in these and likes to read the one about her. When the girls are older, I'll give them these books to keep. As a family, we've written "The Whale Joke Book," which we've sent off to twenty publishers. (No takers so far, but fifteen are still out.)

Kelly already uses writing when she has a good use for it, and I know she'll continue to progress at her own pace, in her own way, and be able to do whatever writing she needs to do at each stage of her life. I'll keep you posted.

Learning to Like Science

Dori Griffin of Tennessee writes:

Science, for some reason, has always been one of my least favorite subjects. It is almost painful for me to get my science book out and read about whatever it is that I'm studying. For a while I kept on with this approach, but my progress was infinitely slow and painful. Then I started to take a different approach to science. Part of it was my doing, and part of it was Mom's idea.

Mom had just recently started doing science experiments with me, my brother, and my sister. She started this mostly because at the first of this year I'd tried to start reading my chemistry book and had failed dismally. Now, we've pretty much left the book out of the picture. Mom uses it to research the experiements that we do and we do an occasional problem out of the book.

Our most recent experiment was to find out how salt and sugar affect the boiling and freezing points of water. After we conducted the experiments and found out that salt and sugar lower the freezing point and raise the boiling point of water, Mom explained to us why this works, and we did a couple of very simple calculations using the different elements and their components. This is much more interesting than just doing chemistry out of a textbook.

I'm also having a wonderful time doing science on my own. I love to watch birds and observe plants and animals and draw what I see. I browse through books like *The Country Diary of an Edwardian Lady* and sometimes I draw, using the drawings in the book as a reference. A couple of years ago, we tried keeping nature journals in a more formal sense. We would have to have a drawing or an entry, as an assignment. This just wasn't the same as doing it because you want to. We put our nature journals away after about six or eight months of sporadic use.

Even though I've rediscovered drawing and writing from nature, I don't use a notebook or sketch pad to keep all my work in. I have a sketch pad in which I do watercolors and such, but a lot of my drawings are also on typing paper and scattered through my millions of folders that contain a wide variety of my artwork. While this may not be a foolproof filing system, it makes it more enjoyable because I can draw on any scrap of paper that happens to be nearby when inspiration hits.

I don't keep written records of my birdwatching, but the really neat things aren't hard to remember - such as the time I saw an indigo bunting, the only one I've ever seen. And I'm sure I'll always remember watching the pair of brown thrashers that nest in our yard year-round raise their fledgling.

I still use a science book – to study biology, for the most part – but finishing the book isn't very important to me and certainly doesn't constitute the whole of my science education. I find that natural science from the real world is much more useful than any amount of textbook learning.

Learning Politics and History Through a Newsletter

From Pam and Craig Gingold (CA):

My, how time flies! It's been ages since we've written anything to update GWS readers about what's going on with Homeschoolers for Peace and Justice. Our member-contributors have grown up with us over the years, using our newsletter as a forum to express their views on social issues they care about and as a way to get to know like-minded homeschoolers. Because we've been interested in maintaining a close-knit group, we've never done much in the way of promoting our organization. But many of our long-time members are off to college this year – including our son Jeremiah – so we're actively looking for new members to carry on with this project.

In case you've never heard of Homeschoolers for Peace and Justice, here is a little background on how we got started. Homeschoolers for Peace (as it was then called) grew out of the newsletter our family started soon after moving to the Sierra foothills near Yosemite National Park in 1984. This is an isolated, rural area, and Jeremiah really needed to share his thoughts on serious subjects with other kids his own age, so with the help of GWS, we created a newsletter of pen-pals, the "Pen-pal Network."

We soon found that many of our homeschooling pen-pals were interested, as we were, in multi-cultural history, and in current events, especially peace and social justice issues and environmental concerns. One day, our daughter Serena said, "We should call our newsletter 'Homeschoolers for Peace.'" So we did.

Over the years, we've delved into a wide variety of subjects, ranging from Disabilities to "What is True Patriotism?" to Native Americans to the Israeli-Palestinian conflict to the struggle in South Africa to the history of the Labor Movement. We've also done a number of group projects: writing letters to the president, sending school supplies to Nicaragua, making a peace quilt, and sending letters to schoolchildren in the Soviet Union.

All of our members are encouraged to contribute articles on current events and history, book reviews, poetry, artwork, political cartoons, or whatever else they may think of. The primary purpose is to share their thoughts and opinions on issues of concern to them, not to compete to see who is the best writer. Nonetheless,

BEST COPY AVAILABLE

Watching Children Learn

When Writing is Difficult

Lee Criscuolo of Virginia writes:

My daughter Kelly is 8. She (like many children in school) doesn't like to write and doesn't have great handwriting. She still mainly prints in capitals, sometimes with dots to separate words when she forgets the spaces. She wishes she could write fast and neat "like a grown-up." If she were in school and had to do daily practice in it, she would certainly improve more rapidly, but it would be at the expense of some of the other things she is learning now that are more of a priority for her at this point.

She can organize her thoughts and communicate them very well orally. She can "give an oral book report," i.e., tell me about a book she's read, relate the plot, tell what she liked about the book, what was puzzling, what questions it raised in her mind, compare it with other books she's read, etc. But if I were to ask her to write down the same things, even in simple form, it would seem like an impossible task to her.

She can converse with her friends just fine, but if she tries to write a letter to the same friend, she has no idea what to say. She makes up wonderful, long, inventive stories about all sorts of characters with her sister, but if you ask her to write a story, she's stumped. Putting things on paper seems to intimidate her.

She's a bit of a perfectionist. It used to bother her that her letters weren't neat enough and didn't look "right." Of course I showed her examples of my writing (and other people's) when I was in a hurry, and showed her samples of different handwriting. She still wanted hers to look perfectly formed. When her letters started shaping up, she said she still couldn't write, but this time she meant she couldn't spell. When I pointed out that she could spell quite a few words, that she could make up the spellings (like she did when she was a bit younger) or ask someone how to spell it or look it up in a dictionary or find the word in a book and copy it, she wasn't at all satisfied. Basically she wants the words to pour out of her head onto the paper perfectly spelled and tidy. Of course she knows this will only come with lots of practice, but she is too busy reading, playing, making things, and learning other things to put in the practice.

Nevertheless, her writing is steadily improving. She writes on the lines now when she tries. She sometimes uses lower case letters instead of all caps. She can spell more and more words. When I look back at her writings of a year ago, I can see a good bit of progress. She may or may not be up to her grade level in writing and penmanship, but then quite a lot of children in school are not up to their grade level either. I'm confident that Kelly's writing will continue to improve. Someday she may even enjoy writing. Or maybe she will never like to write. Maybe she'll be one of those people who'd rather call long distance than write a letter. Maybe she'll have a secretary to handle her business correspondence and she'll just read and sign the letters. Either way is OK. She is learning so much about so many things that it would take me pages to cover half of it. Writing is only part of life.

Here are some things we've done, or she's done, in the area of writing. She and I have always written love notes to each other. I think the first words she learned to write, after her name, were "I love you." If she wants something added to the grocery list, I'll tell her to write it on the list. If she can't spell it, I'll spell it out for her, or she'll copy it off a label. I used to require her to write a sentence (any sentence) before I would read a chapter of a book to her. She didn't mind, and it worked OK, but I quickly got tired of it and gave it up after a week or so. She had pen-pals for a while, but writing to them was such an agonizing process. She just couldn't decide what to write. Nothing seemed exciting enough or interesting enough to put in writing and mail off. I tried letting her type letters, but that was no better. She's recently decided to give up the pen-pals. She does like to write things in word bubbles when she draws cartoons. She writes thank you notes when she receives a gift. She makes signs for her lemonade stand or for exhibits when she and her sister set up a little museum.

A year or so ago, when she was complaining about her writing a lot, I set up a daily writing session where she and I were to sit together at the table and each write for ten minutes. This was a total flop. She wailed that she didn't know what to write. When I told her to write anything, even the same word or letter over and over, she didn't want to do that. At the end of ten minutes she'd have one word written once, or one giant letter covering the whole page, and I'd have a page covered with small print. This turned out to be a big hassle and very discouraging for her. We quickly abandoned it.

Now and then she'll have a little writing spurt. She'll make up a poem and write it down or ask me to write it down. One day we made up a couple of stories together by taking turns thinking up the next word. She was really pleased with one of the stories and drew pictures to go with it. I had tried this game with her before and she had gotten writer's block and couldn't come up with a single word, but on this one day she had a really good time with it.

writing for our newsletter has helped many of our members to develop their writing abilities. Some have had their writing included in books, won writing contests, and been selected for special writing programs. Many have made writing for HFP&J an integral part of their curriculum and some have even mentioned their participation in HFP&J in their college essays.

Contributing to the newsletter is an empowering experience for our members; for many (including adults) it has served as a first step towards greater social activism. In addition, many of our members have struck up friendships with other members, sometimes even traveling across the country to meet one another.

As our children (and other members) have grown older, the newsletter has grown and changed with them. Earlier this year, we decided that the time had come to add the word "Justice" to "Homeschoolers for Peace." Even though it hadn't been part of the name, social justice has always been a major concern for our members. We are very troubled by the rising levels of anger and intolerance and the ever-widening gap between the haves and the have-nots in our country. In the coming year, we'll be putting even more effort into helping young people find ways to work for a more just (and more peaceful) society. Along with articles from members, we have always included a variety of useful peace and justice information, and we'll be offering more such resources in the future. And, we are thrilled by a recent addition to our roster of contributors – a terrific 15-year-old political cartoonist, who has brightened our pages with her humorous artwork.

Members in HFP&J range in age from 12 to 17, although people of any age are welcome to subscribe. Subscription is $15, sample issue $3 (make checks payable to Serena Gingold). Please send SASE when making inquiries. PO Box 74, Midpines CA 95345.

How He Socializes

Mary Beth Daught (Manitoba) writes:

Nathan, age 10, has always been a "maker." It started with Tinkertoys and moved on to Lego creations. He not only made the projects in the instruction books but would create his own (space station, robots, orca whale, spider, etc.). We have been amazed at how he can conceptualize something and then make it. He now uses cans, plastic, cardboard, and other stuff he finds in the recycling boxes in our basement to make things. We have a drawer filled with inexpensive craft supplies as well. He has made, for example, a popsicle-stick troll house, complete with pictures on the walls, curtains, plants, a mailbox. Or, armed with a hot glue gun, he builds robots that light up with Christmas lights, insects, boats, jewelry, stuffed animals, and the list goes on. Almost every day he will say, "I feel like making something." Soon he is hard at work at his desk and I am trying very hard not to say anything about making messes.

This summer Nathan has been participating in a city parks and recreation program. Included in the day is a craft session. One day the playground superviser came with supplies but with no idea what to make that day. Nathan looked at what was available and decided they could make dreamcatchers, a Native American art piece. He led the group in finding tree branches and showing them how to weave the design, using beads and decorating with feathers. The next week, he showed how to make insects using pipe cleaners and pom-poms. The playground leader was thrilled, and is going to show a scorpion that Nathan made to a meeting of playground leaders. Even parents who were with their kids were getting involved with the craft. I have not been present during these sessions but have heard from the supervisor and parents how pleased they were with Nathan's input.

Today, Nathan showed up on the playground with an earring that he saw on Star Trek and made out of pieces of old jewelry that he bought in a thrift store. Apparently he has started a fad, because two other kids have brought him old jewelry so that he will make them earrings too.

I am very happy about how these opportunities give Nathan a chance to meet new people and work with people of different ages and abilities. He loves sharing his ideas and giving things that he has made to people. People have been very affirming of him, which builds his self-confidence. I have to laugh now when I'm asked if I am concerned about his socialization skills.

Siblings as Friends

More from Dori Griffin:

In response to Cindy Gaddis's letter in GWS #106 on siblings as friends: I am 15 and the oldest of

Enhance Curriculum
with
Award Winning
STORYTELLING
by Jim Weiss

16 National Awards

* Sherlock Holmes for Children *(cs/cd)*
* Arabian Nights *(cs)*
* Good Night: *Off-to-Sleep Tape (cs/cd)*
* Tales From Cultures Far and Near *(cs)*
* She and He: Adventures in Mythology *(cs)*
* Three Musketeers / Robin Hood *(cs)*
* Greek Myths *(cs/cd)*
* Tales from the Old Testament *(cs)*
* King Arthur and His Knights *(cs/cd)*
* Fairytale Favorites in Story & Song *(cs/cd)*
* Rip Van Winkle / Gulliver's Travels *(cs)*
* Animal Tales *(cs)*
* Mystery! Mystery! for Children *(cs)*
* The Jungle Book *(cs/cd)*
* Shakespeare for Children *(cs/cd)*

"Storytelling in its best incarnation." Home Education Magazine
"Enthralling adaptations...remarkable voice changes" ALA Notable Committee
"Weiss is a gifted storyteller..." ALA Best of the Best for Children
"A great way to lead young listeners to the fiction shelves." Booklist
"Weiss' voice is liquid gold." CNN TV

Greathall Productions
P. O. Box 813
Benicia, CA 94510

Available in audio cassette or CD where indicated
CS-$9.95 CD-$14.95
Deduct 10% for two or more
CA residents add 7.25% tax
Add $2.50 S/H per order
To charge on Visa/Mastercard: (800) 477-6234
Or send for FREE BROCHURE

three children, all homeschooled. The first point in Cindy's letter that really hit home with me was that all close friendships from her childhood that were still intact now were those that filled some kind of "family" role. That made me think about my two best friends. One is three years older than I am and in a way fills the big sister role in my life. Since I'm the oldest in my family, this is a relationship that I can't find at home.

My other best friend fills the role I always thought a cousin would fill. All of my cousins live at least seven hours from where I live, so this is yet another family role I can't find at home.

The other thing that really struck me was that Cindy said that at school she was taught to scorn her family, but in homeschooling it isn't that way. This is so true. I went to a private school for three years, and the whole time I was there, I thought of my sister and brother as nothing but nuisances. This is my fourth year of doing homeschooling again, and thankfully, I don't think this way anymore. Yes, my siblings can be bothersome – but so can I! But now I realize that they can also be my friends. They have things to teach me. We now have fun together on a regular basis. I see and hear so many school kids being really mean and spiteful to their siblings. While my brother and sister aren't my best friends, they are my friends, and more important, my family. It's so much nicer when you actually like your family!

Jeanne Ferrari-Amas (HI) writes:

My son is 11 and my daughter is 10, and they too are the best of friends. I agree with everything Cindy said, and I have shared similar concerns that my children didn't have individual friends. They share the same friends; most are from the neighborhood and a few are from karate and piano classes. There are times when my daughter or son will spend the night at a neighbor's house, but I don't like this to happen too much. My husband and I are the same way – we are each other's best friends – and sometimes I think I should have more friends. Actually, I do have a wide range of friends. It's just that I prefer my husband's company, and the kids prefer each other's company too. We are very family-oriented and make a real effort to spend time together. We choose activities that we can all participate in as opposed to each going our own way.

Over the years, I have come to realize how special our family life is. It seems to me that many families and siblings don't know how to live together. Family unity is probably the main reason we chose to homeschool.

I have also grown to appreciate how a happy family life extends into the community. It takes constant compromising to have a successful family life. People learn to be diplomatic to each other, to share. If this is accomplished in the home, it naturally extends into the community and into other relationships.

To have siblings who are best friends is truly a blessing, and one to be proud of. We wouldn't want it any other way. ◆

America needs the

Separation of School and State!

Be a part of history...Come to the First Annual Convention of the "Separation Alliance"

Gain a deep understanding of why **Separation of School & State** is necessary for the survival of American society. Learn how victory is possible, even in the face of awesome resistance by the status quo. Interact with experts and like-minded people from around the country. Be a part of the launching of the Separation Movement!

Topics Include...

- Why the Poor Will Have Better Schools
- How Irresponsible Parents Will be Helped
- Character Education: Key to Schooling, Reason for Separation
- How School Diversity Will Help Civic Harmony, Race Relations and Tolerance
- Are Vouchers a Good Idea? Charter Schools? Private Vouchers?

Speakers Include...

CANDACE ALLEN Charter School teacher **STEPHEN ARONS** author, *Compelling Belief* **JOSEPH BAST** President, Heartland Institute **ALLAN CARLSON** President, Rockford Institute **PAUL CLEVELAND** Professor, Birmingham-Southern College **DOUGLAS DEWEY** President, National Scholarship Center **CATHY DUFFY** Author, *Government Nannies* **ERIC EBELING** Executive Director, Live & Learn **MARK FRAZIER** Courseware Designer **MARSHALL FRITZ** Director, The Separation Alliance **JOHN TAYLOR GATTO** Author, *Dumbing Us Down* **DAVID HARMER** Author, *School Choice* **RICK HENDERSON** Reason Magazine **DWIGHT LEE** Professor, Univ. of Georgia **RICHARD MITCHELL** Publisher, The Underground Grammarian **LEWIS PERELMAN**, Author, *School's Out* **SHELDON RICHMAN** Author, *Separating School & State* **MICHAEL SCHWARTZ** Progress & Freedom Foundation **DAVID WAGNER** House Subcommittee for Human Rights **JOSEPH SOBRAN** Nationally syndicated columnist ***and*** Special Appearance by **E.G. WEST**

Friday-Sunday, Nov. 10-12, 1995 Washington, D.C.
Five meals, All speakers and events $295 (by Sept. 30), then $335; $355 at door
Call (209) 292-1776 for conference reservations
DoubleTree Hotel National Airport
Single/Double $89 Mini suite $99 (703) 416-4100

the SEPARATION of SCHOOL & STATE Alliance
4578 N. First Street #310d
Fresno, California 93726
(209) 292-1776
Fax (209)292-7582

Additions to Directory

Here are the additions and changes that have come in since our last issue went to press. Our complete 1995 Directory was published in issue #102, and our 1996 Directory will be in #108. Our Directory is *not* a list of all subscribers, but only of those *who ask to be listed*, so that other GWS readers, or other interested people, may get in touch with them. If you would like to be included, please send the entry form or a 3x5 card (one family per card). Please take care to include all the information - last name, full address, and so on. Tell us if you would rather have your phone number and town listed instead of your mailing address (we don't have space to list both).

If a Directory listing is followed by a **(H)**, the family is willing to host GWS travelers who make advance arrangements in writing.

If a name in a GWS story is followed by a state abbreviation in parentheses (e.g. "Jane Goldstein (MA) writes...") that person is in the Directory. If the name is followed by the entire state name (e.g. "Jane Goldstein of Massachusetts writes...") then that person is not in the Directory. We are happy to forward mail to those whose addresses are *not* in the Directory. If you want us to forward the letter without reading it, mark the *outside* of the envelope with writer's name/description and the issue number. If you want us to read the letter and then forward it, please enclose another stamped envelope.

When you send us an address change for a subscription, please remind us if you are in the Directory, so we can change it here, too.

Please remember that we can't control how the Directory is used; if you receive unwanted mail as a result of being listed, just toss it out or recycle it.

AK — Shana CRONDAHL & Craig WILSON (Katherine/93) 527 Nelson St, Juneau 99801 **(H)**

CA, North (zips 94000 & up) — Ellen & Michael BICHELER (Melissa/81, Lindsay/86, Dylan/92) 70 Raymond Hts, Petaluma 94952 **(H)** •• Ruthann BIEL & J William CLAYPOOL (Patrick/89) 7139 Steelman Cir, Sacramento 95828 **(H)** •• Sheryl CALISH & Patrick COY (Ian/92) 40 Kent Pl #2, Menlo Park 94025 •• Donna SACHS (Annie/80) 37750 Russell Blvd, Davis 95616

CA, South (zips to 94000) — David & Patricia BARULICH (Daniel/88, Nadia/93) 1041 Rutland Av, Los Angeles 90042 •• Jea BELLINGER & Christopher PINCKNEY (Nathaniel/86, Caitlin/89) 4672 Sierra Tree Ln, Irvine 92715-2245 •• Shelley & Regan CANDELARIO (Aidan/92, Avery/94) 25911 Via Del Sur, Mission Viejo 92691 **(H)** •• Dan & Terri ENDSLEY (Andrew/73, Kira/75) 4546 Willow Crest Dr, Toluca Lake 91602 (change) **(H)** •• Marian GOLDEEN & Arthur OGAWA (Grace/87, Evan/90) 40453 Cherokee Oaks Dr, Three Rivers 93271-9743 (change)

CO — Nancy COLEMAN & Greg WHITEHAIR (Ben/85, Jake/87, Nikki/89) 6006 E Long Pl, Englewood 80112 •• Susan & Daniel OVIATT (Levi/76, Jessica/78, Jackson/81, Rosanna/83) 619 Acadia Dr, Grand Junction 81503 **(H)**

CT — Scott & Carol-Anne ALLEN (Patricia/87, Leah/91, George/92) 459 Fabyan Rd, Fabyan 06255 •• Bernadette BAHNER (Theresa/83, Christopher/84) 48 Rimmon Rd, RR 9, Woodbridge 06525

FL — Ralph & Sherry BOAS (Amber/79, Jenny/81, Timmy/83, Toby/92) 19546 Bamboo Bend, Groveland 34736 •• Robert & Shirley ECKES (Wil/90, Cole/94) 106 Channel Dr, Lake Mary 32746 •• Mary & Steve MARLOWE (Rachel/87, Hannah/90) 407-588-8039 (Lake Worth) •• Lyn MILUM & John McGRATH (Arwen/80, John Michael/88, Justin/93) Homeschool Network, 548 N Lake Pleasant Rd, Apopka 32712-3904 (change) •• Jaye & Michael WILLIAMS (Alex/89) 1810 Bayshore Ct, Englewood 34223

GA — John & Diane SINCLAIR (Daniel/85, Nathan/89) 978 Windmill Ln, Evans 30809 **(H)**

IL — The ALOIA family, Rt 2 Box 31, Ellsworth 61737 •• Dan & Marcia BENNETT (Audrey/81, Teddy/90) 814 E Benton, Naperville 60540 **(H)** •• Kate & Jim KVASNICKA (Emily/88, Joseph/91, Jacob/94) 1510 Elmwood Av, DeKalb 60115

IN — Susan & Jim METHENY (Samantha/75, Nathan/80, Drew/83) 23367 Greenleaf Blvd, Elkhart 46514 **(H)**

KY — Rachel & Mark BATTEY (Sam/85, Astrid/87, Zane/92) 7732 Hollywood Dr, Florence 41042 (change) •• Weston & Cindy GADDIS (Eric/87, Abigale/89, Eli/91, Adam/92, Alexander/94) 928 Turnberry Dr, Richmond 40475 **(H)** •• Jane RANSDELL & Tom GREEN (Margaret/90, Joseph/94) 912 Elm St, Bowling Green 42101-2224

ME — Chris & Betsy HALL-WEAVER (Taryn/86, Curtis/87, Molly/89) PO Box 1084, Rangeley 04970 •• Roberta & Robert MOSENFELDER (Robert/79, William/82) 32 Pleasant St, Holton 04730 •• Linda COURTNEY & Scott STYLOS (Jeffrey/81, Joey/85, Melissa/88) PO Box 628, Worthington 01098 (change)

MA — Dawn & Mike LEASE (Spencer/83, Courtney/85) 3 Tadmuck Rd, Chelmsford 01824 (H) •• Michelle McAlpin & David MORRIS (Sam/80, Robin/83) 85 Chestnut St, Rehoboth 02769 •• Karen & Richard MURPHY (Thomas/82, Bobby/84) 52 Cedar Hill Rd, Northboro 01532 •• Randall & Julie SHAW (Melanie/87) 118 Ash St, Hopkinton 01748 •• Daphne SLOCOMBE & Nym COOKE (Thalia/87, Kestrel/90) 290 Wine Rd, New Braintree 01531 (change)

MI — Trisha & Tim BREWER (Kelley/89) 25082 Sumpter Rd, Belleville 48111

NH — Larry & Chris HAMILTON (Katy/84, Steven/93) 84 Mason Rd, Brookline 03033-2204

NY — Kathy & Ed BAKER (Todd/84) 1 Walnut Rd, Rocky Pt 11778 •• Angela GAGO & Dominique VIEL (Julien/90, Anais/94) 21 Ellington Way, New Hempstead 10977-1401 •• James KEITH & Sheri EBERLY (Ian/83, Dylan/92) 1790 County Rd 5, Addison 14801 •• Ed & Margaret KUCZYNSKI (Justin/82, Alena/88) 545 1st Av #9U, New York 10016 (change) **(H)**

NC — Sharon & Mike CROTHERS (Christina/87, Bill/89, Andrew/91) 2928B Stoneybrook Av, Gastonia 28054 **(H)** •• Tracey & John POWELL (James & Caitlin/87, Allison/91, Nicole/94) 8905 Castleberry Rd, Apex 27502 **(H)** •• Ann & Eric YALES (Keller/93, Aaron/94) Rt 2 Box 2945, Columbus 28722

OR — Karen & Russell BRANDON (Kayla/75, Abra/81, Ocia/83, Tanner/89, Tyne/94) 402 Allium St, La Grande 97850 •• David & Kathy LAWRENCE (Jenny/81) 6343 SW Hiawatha Ct, Lake Oswego 97035 •• June & John LOVELL (Tom/91, Adam/94) 4100 Sylvester Dr, Hood River 97031 **(H)** •• Bryan & Denise MORLAND (Elijah/91, Noah/93) 7219 Upper Applegate Rd, Jacksonville 97530 **(H)** •• Vince & Angela SCHWINDT (Mikaila/87, Colby/89, Kendra/91) 325 NW 10 St, Corvallis 97330 **(H)**

PA — Jonathan & Diane BERMON (Matthew/84, Sydney/87, Carolyn/89, Tyler/90, Ross/92) North Street Box 193, Pomeroy 19367

SC — Robert & Lynn GRIESEMER (Robby/88, Melanie/90, Hilary/92, Christina/93) Home Organization of Parent Educators, 1697 Dotterer's Run, Charleston 29414

TN — Matthew & Susan CAVITCH (Peter/81, Jenny/83, Adam/84, Mary/86) 11150 Glen Birnham Rd, Eads 38028 •• Richard & Spain SECRIST (Gar/87, Keane/91) 5507 Crestwood Rd NE, Knoxville 37918 •• Donald & Julianne WILEY (Benjamin/89) 509 E Unaka Av, Johnson City 37601 **(H)**

TX — Bill & Jana MARONEY (Lynnlee/89, Matthew/93) 324 Nocona Dr, Nocona 76255

WA — Ronald RICHARDSON, 4003 50th Av SW, Seattle 98116

WI — Tiara MUHR (Crystal/83, Justin/88, Max/93) PO Box 994, Genoa City 53128 •• Jeanne WELSCH & Robert RAINEK (Tegan/89, Teah/94) 8300 Menomonee River, Wauwatosa 53214 **(H)**

Canada:

Ont — Kathryn PRIMROSE (Andrew/87, Darren/89, Nicole/83) 37 Howarth Av, Scarborough

Other Locations — Debbie & Warwick BENNETT (Daniel/85, Tristam/87, Benjamin/94) 68 Brandon St, Featherston, Wairarapa, **New Zealand** 5952

Groups to add to the Directory of Organizations:

AZ — East Valley Educators (Phoenix/Metro area) 602-983-5660

CA — Central Coast Homeschool Network, c/o Chris Whiting, 12 Marian Way, Pismo Beach 93449; 805-473-3212 •• Whittier Homeschoolers, c/o Susan Jordan, PO Box 4643, Whittier 90607

FL — Homeschool Network, 548 N Lake Pleasant Rd, Apopka 32712-3904; 407-886-0333

MD — See Maryland-Pennsylvania Home Educators, below

NM — Homeschooling PACT, c/o Senn, Box 961, Portales 88130

PA — Maryland-Pennsylvania Home Educators, PO Box 67, Shrewsbury 17361; 717-993-3603

Groups to delete:

AZ — Arizona Home Schoolers

Pen-Pals

Children wanting pen-pals should write to those listed. Please try to write to someone on the list before listing yourself, and remember to put your

---

ENTRY FORM FOR DIRECTORY

Use this form to send us a new entry or a substantial address change to be run in the next available issue of GWS.

Adults (first *and* last names):

Organization (only if address is same as family):

Children (names/birthyears):

Full address (Street, City, State, Zip):

Are you willing to host traveling GWS readers who make advance arrangements in writing? Yes ___ No ___

Are you in the 1995 Directory (GWS #102) Yes ___ No ___
Or in the additions in a subsequent issue? Yes ___ No ___

190 BEST COPY AVAILABLE

address on your letter. To be listed here, send name, age, address, and 1-3 words on interests. ••• Abbi MILLER (11) 17224 NE 136 St, Kearney MO 64060; pen-pals, tap, acting ••• Lenore YOUNG (12) 1400 Central Dr, Kannapolis NC 28083; guitar, cats, writing ••• Tamara GRACE (10) 486 South N St, Livermore CA 94550; animal rights, horses, vegetarianism ••• Greer SIMS (8) 5903 Midpines Dr, Houston TX 77069; sports, drawing, music ••• Jessica LOPES (13) 2807 Kalialani Cir, Pukalani HI 96768; horseback riding, photography, soccer ••• Fiona CONROY (12) 1724 Smoky Corners Rd, Wiliamsport PA 17701; soccer, sports, music ••• Caitlin POWELL (8) 8905 Castleberry Rd, Apex NC 27502; reading, ballet, Scottish dance

Subscriptions & Renewals

Subscriptions start with the next issue published. Our current rates are $25 for 6 issues, $45 for 12 issues, $60 for 18 issues. GWS is published every other month. A single issue costs $6.

Rates for Canadian subscribers: $28/yr. **Outside of North America**: $40/yr airmail, $28/yr surface mail (allow 2-3 months). Subscribers in U.S. territories pay U.S. rates.

Foreign payments must be either money orders in US funds or checks drawn on US banks. We can't afford to accept personal checks from Canadian accounts, even if they have "US funds" written on them. We suggest that foreign subscribers use MasterCard or Visa if possible.

Address Changes: If you're moving, let us know your new address as soon as possible. Please enclose a recent label (or copy of one). Issues missed because of a change of address (that we weren't notified about) may be replaced for $3 each. The post office destroys your missed issues and charges us a notification fee, so we can't afford to replace them without charge.

Renewals: At the bottom of the next page is a form you can use to renew your subscription. Please help us by renewing early.

How can you tell when your subscription expires? Look at this sample label:

A12345 123456 12/01/95
JIM AND MARY SMITH
16 MAIN ST
PLAINVILLE NY 01111

The number that is underlined in the example tells the date of the final issue for the subscription. The Smiths' sub expires with our 12/1/95 issue (#108, the next issue). But if we were to receive their renewal before the end of the previous month (11/30), they would qualify for the free bonus issue.

Reward for bringing in new subscribers: If you convince someone to become a new subscriber - to take out a subscription at $25 a year - you will receive a $5 credit which you can apply to any John Holt's Book and Music Store order or to your own subscription renewal. Check the box under your mailing label to indicate that you are the one who brought in this new subscriber, and then clip or copy the form and have your friend fill it out and enclose the $25 payment. We will process your friend's subscription and send you the $5 credit. **This offer does not apply to gift subscriptions or renewals.**

Cambridge Academy

Your bridge to success

Cambridge Academy is the bridge between creative home education and the demands of today's structured world. Academics and electives prepare students for college, further vocational training, and the workplace.

Discover the Cambridge approach to homeschooling, where students can choose to complete any study, activity, or project at home and earn elective credit. Our staff will help students develop and implement their own learning plan. Experience personalized service that's second to none.

- grades 6-12
- accredited diploma
- grading/record keeping
- toll-free tutoring

Call 1-800-252-3777 for your free video and catalog!

1111 S.W. 17 STREET, OCALA, FL 34474

Declassified Ads

Rates: 70¢/word, $1/word boldface. Please tell these folks you saw the ad in GWS.

FREE Science Magazine loaded with experiments. TOPS Ideas, 10970 S Mulino Rd, Canby OR 97013.

Home Education Magazine now has a forum on America Online! Keyword HEM. Published since 1984, HEM offers feature articles, ten regular columnists, news and information, and much more in every 68 page issue! Current issue $4.50. One year $20 (6 issues). Free 24 page books and publications catalog. Home Education Press, PO Box 1083, Tonasket, WA 98855-1083. 509-486-1351. E-mail HomeEdMag@aol.com.

Good Stuff: Learning Tools for All Ages is a 1994 Parents Choice Award Winner! This 386 page educational resources book, completely updated August 1994, is an outstanding value for homeschoolers. By HEM Resources Editor Rebecca Rupp. $16.75 postpaid from Home Education Press, PO Box 1083, Tonasket, WA 98855-1083. 509-486-1351. E-mail HomeEdMag@aol.com. Free 24 page books catalog.

LEARNING DISABILITIES EXPERT planning 1996 caseload. Interviewing worldwide. Acceptees guaranteed success. Professor Harold Baer, Bantad, Boac, Marinduque 4900, Philippines.

OPEN TO NEW IDEAS? INNOVATIVE science system developed in a one-room school. Interested? HART-HAWKSMORE LEARNING, Box 1292, Ellensburg, WA 98926, 509-962-5519.

Free "Europe!" Geography Software Game. Used in homes and schools throughout the world. For information send e-mail to 73361.2733@compuserve.com.

Save 20% on your own **educational software** purchases while earning $25/hour helping others learn about computers. Become an Educational Software consultant. We'll train you. Please call 916-488-6589 for details.

"I Found It! Educational Resources for the Rest of Us." New Newsletter includes sample activities/lessons and information on how to get your children started on computers. $10/year. Please call 916-488-6589 to subscribe.

GUIDE TO UNCONVENTIONAL COLLEGES. Free information: Victor Campbell, 811 23rd St, Dept. G, Sacramento, CA 95816.

Published poet offers mentoring (free) to teen unschoolers - via letters. Topics: investing, budget travel, writing, art history, dating issues, classical music appreciation, social sciences, literature, philosophy. Write Ronald Richardson, 4003 50th Ave SW, Seattle WA 98116.

"99 Ways to Get More Interesting Mail." $5.00. Or write for **free brochure.** Syringa Place, PO Box 8554, Spokane, WA 99203.

USBORNE BOOKS. CONSULTANTS NEEDED! HOME PARTIES, BOOK FAIRS, FUNDRAISERS. FREE BROCHURE! 800-705-7137.

Resource guide, listing 65+ free catalogs, specializing in children's items. Send $4.75 to Wendover Press, POB 238, Burnt Hills, NY 12027.

I taught in primary state schools for twenty years. I resigned. Cannot stand it. I would like to live in America, work, practice English, teach Spanish. Interested? Please contact Carmen Pinteno Garcia, c/ Hnds Perez Lledo 9, 3D, 03110 Mutxamel (Alicante), Spain, tel. (96) 595 15 95.

Free very-used Jr. Quadro w/C.O.D. Kate 603-899-3366.

GROW YOUR FAMILY NATURALLY with our extraordinary organic home-based income opportunity that can change your health and financial future. 24 hr recorded message: 1-800-296-3687.

Secular, quarterly homeschooling newsletter. Send SASE plus $1 to Right At Home, PO Box 164, Huntington, VT 05462.

TRY IT BEFORE YOU BUY IT. Now you can try **MORTENSEN MATH** before you buy it. **SPECIAL DEMO** and sample set of manipulatives (bars) are available for home examination. See for yourself just how simple MATH can be. $10 refundable deposit required. Visa/MC. Toll free 1-800-338-9939. FREE CATALOG.

An Adventure in Cooking. Step-by-step cooking course for kids. 119 page book. Vegetarian recipes. Builds math and problem solving skills. Good exercise in practical comprehension and following directions. Field tested in home school and classroom settings. Send $12.95 plus $1.95 postage and handling to Promise Publications, 1224 NE Walnut Suite 312, Roseburg, OR 97470.

Travel to Jamaica. Boys under 13 years can stay at our guest house near Ocho Rios with 11 year old boy and family for two weeks. Looking for exchange possibilities (but not essential). Phone and fax 305-538-7162 or 809-975-4268. Theo Sherman, PO Box 6, Retreat, St. Mary, Jamaica, W.I.

HANDMADE SOAP made at home by two homeschooling mothers. Several varieties. All-natural, non-animal ingredients. Call us at Soap-A-Rama, 800-519-8526 for a free brochure.

Self-employed homeschool family with 10 and 14 year olds seek environmentally clean homeschool community/co-op school or good private school. Our kids like art, animals, horses, water, building and designing, astronomy, etc. Small college town? Inviting to be outdoors? 1-800-504-6288.

BEST COPY AVAILABLE

Book Reviews

The First Honest Book about Lies

by Jonni Kincher #3302 $12.95 + $3.50 s/h

Who would have thought that *lies* could provoke so much reflection and discussion? But it makes sense. It's fun to know when we're being fooled, when our senses deceive us or play tricks on us. It's interesting, and ultimately empowering, to learn how advertisers try to shape our opinions, how numbers can mislead us, how historical facts aren't always facts at all. And when it comes to human relations, I've found that young people are acutely aware of when they're being lied to and of what makes them feel *they* have to lie. *The First Honest Book About Lies* covers all this, and more. It says "Ages 13 and up," but I don't believe it (see what healthy skepticism the book has encouraged in me?). There are activities and ideas in here that younger kids could easily enjoy with older ones or with adults.

I've used this book twice as a springboard for discussions with a group of older homeschoolers. Once, we focused on some of the book's more personal questions about how to tell when you're being lied to and what situations make you feel the need to lie. Another time, with a different group, we began with those questions and moved into questions of medical ethics (is it right for a doctor to prescribe a placebo to a patient who thinks she's getting actual medicine?) and choices people made about lying at crucial points in history (in front of the House Un-American Activities Committee in the 1950s, and in Nazi Germany in the 1940s). You can see how lying, in all its forms and with all its implications, can lead to an incredible amount of discussion. I don't feel I've even scratched the surface of this book's potential and I look forward to reading it and using it on many future occasions.

— Susannah Sheffer

Women and Work: In Their Own Words

ed. by Maureen Michelson #3306 $14.95 + $3.50 s/h

This is another book that can inspire you to talk about almost anything – history, politics, science, sociology, and we can't even predict what else. These short essays serve as windows into over 75 different working worlds: veterinarian, coal miner, television writer, rodeo bronco rider, judge, sports journalist, sugar cane harvester, whale researcher, filmmaker, midwife, zoo keeper ... I won't list them all, but you can see what a wonderfully varied list it is.

Because the book's focus is on women, it will no doubt be particularly inspiring to young girls. But it would be a mistake to see it as exclusively for girls. There aren't many good collections for *either* boys or girls that describe such a range of working lives, in the workers' own words, with good-quality photos. The short essays allow readers to dip in and out of the book; I can picture families keeping the book around as a reference, or reading aloud a different essay every night.

A wonderful bonus for GWS readers is that the book's only three essays by teenagers are written by homeschoolers. So even if there were no other reason for young homeschoolers to enjoy this book, the inspiration these three essays provide would be enough. Luckily, there are many more reasons – say, another 72 or so. Enjoy them all.

— Susannah Sheffer

Holt Associates/Growing Without Schooling is not supported by grants, foundations, or any other outside sources. Your subscriptions and book purchases are what help us continue our work.

Subscribe now and get our **FREE**
1995 DIRECTORY OF HOMESCHOOLING FAMILIES.
Growing Without Schooling (617) 864-3100

☐ YES! Send me a one year subscription (6 issues) to GROWING WITHOUT SCHOOLING and my FREE Directory of homeschooling families for *$25.00.

☐ Please bill me.
☐ My payment is enclosed. Place this card in envelope with:
Check or money order to GWS.
Visa or MasterCard #:
Expiration date:

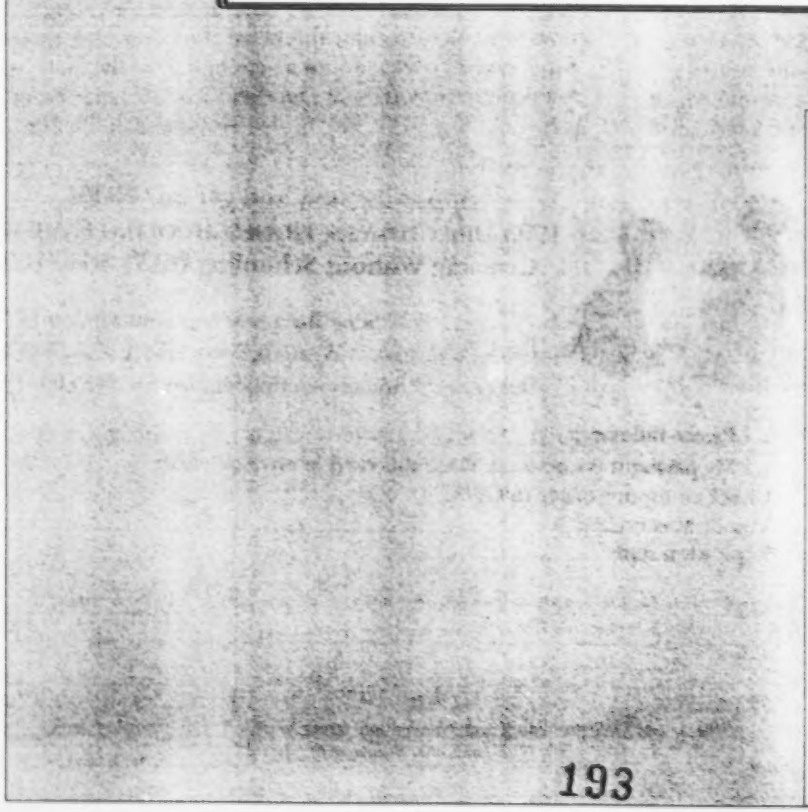
Name
Address
City State Zip

*Please add $3.00 for Canadian and foreign surface mail orders, $15 for foreign air mail (U.S. funds only, drawn on U.S. bank).

Almost anyone who talks or writes about learning situations that are open, free, non-coercive, learner-directed, calls these situations "unstructured," and their traditional authoritarian, coercive, teacher-directed opposites "structured." People who support open learning use these words in this way as much as people who oppose it. It is a serious error. There are no such things as "unstructured" situations. They are not possible. Every human situation, however casual and unforced ... has a structure.

... There are certainly great differences between the traditional classroom and the open or free classroom that I and many others are urging. But this difference is not made clear at all by calling these classes "structured" or "unstructured." Or even by pointing out that the open class has if anything *more* structure than the traditional, not less. Let us speak instead of two different kinds of structure, and see how they differ. ...

John Holt in *Freedom and Beyond*, now back in print!



Growing Without Schooling
2269 Massachusetts Avenue
Cambridge MA 02140

SECOND CLASS
POSTAGE PAID

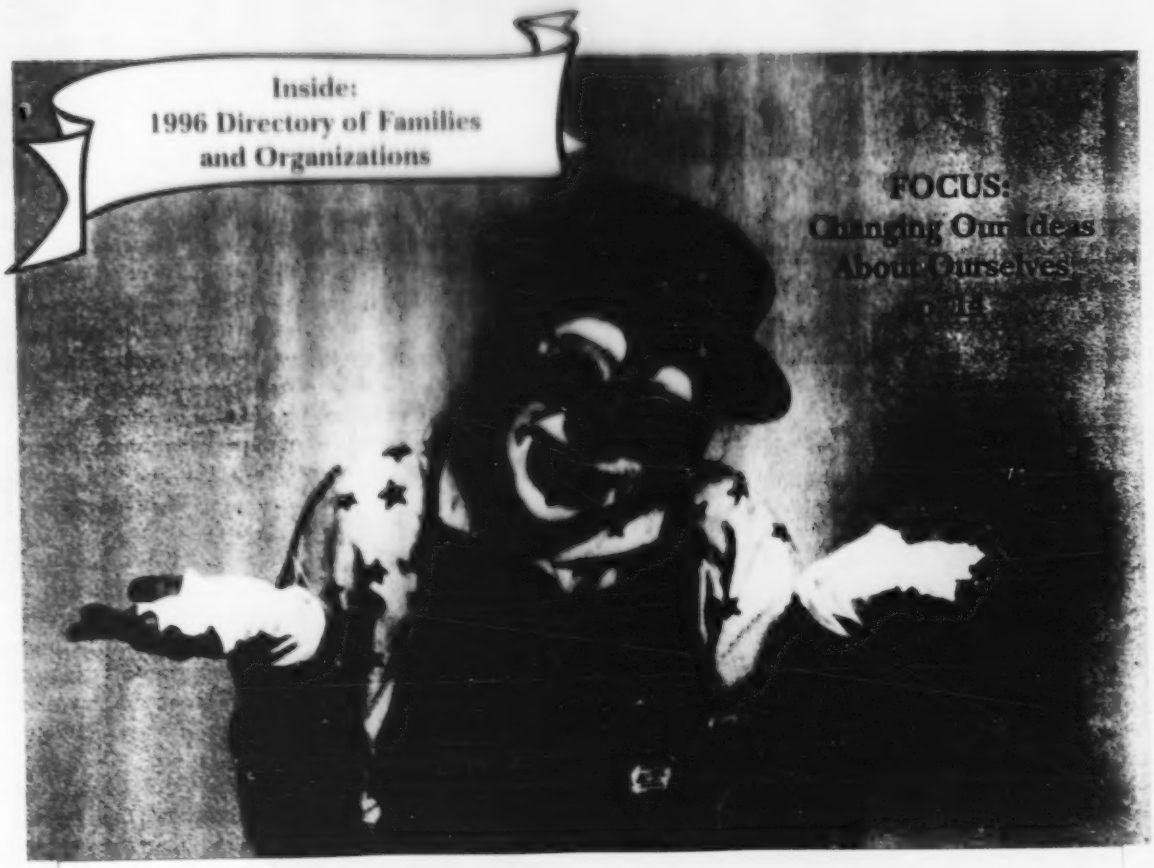
BEST COPY AVAILABLE

U.S. $6

Dec. '95/Jan. '96

GROWING WITHOUT SCHOOLING

Issue 108



Christian Unschoolers Speak Out

Families Volunteering

A Conversation with Frank Smith

Prejudice from Doctors

Outdoor Programs for Homeschoolers

PS 022070

BEST COPY AVAILABLE

Contents

News & Reports p. 3-4

Access to School Sports, When the Word "Homeschool" First Appeared

Christian Unschoolers Speak Out p. 5-7

Families Volunteer Together p. 8-9

At homeless shelters, with bird researchers

Challenges & Concerns p. 10-13

When Parents Disagree, Prejudice from Doctors, ADD Child, Mother Under Stress

FOCUS: Changing Our Ideas about Ourselves p. 14-17

A reluctant reader, two shy teenagers, a frustrated writer, and other young people tell how they changed their ideas about themselves and their abilities

A Conversation with Frank Smith p. 18-20

"School is based on a false theory of learning," says the author of *Insult to Intelligence*

Watching Children Learn p. 21-24

Clouds and Volcanoes, Bilingual Child, Teaching Herself, Joining the Circus, Work on Dairy Farm, Ideas for Studying Psychology

Homeschoolers in College – Understanding the "School Mentality" p. 25-26

Resources & Recommendations p. 26

1996 Directory of Families and Organizations p. 28-46

Issue #108
Dec. '95/Jan. '96

GWS

Founded in 1977
By John Holt

Editor - Susannah Sheffer • Publisher - Patrick Farenga • Contributing Editor - Donna Richoux • Bookkeeper & Editorial Assistant - Mary Maher • Office Manager - Day Farenga • Subscription Manager - Randi Kelly • Shipping Manager - Phil Cranshaw • Catalog Order Processor - Steve Cobb • Clerk, Book Review Coordinator - Maureen Carey • Computer Administrator - Ginger Fitzsimmons • Office Assistants - Jennifer Fitzsimmons-Gauger, Jef Lun, Sue Miller, Marion Webster • Custodian - Aidin Carey

Holt Associates Board of Directors:
Day Farenga, Patrick Farenga (Corporate President), Mary Maher, Manoj Padki, Susannah Sheffer
Advisors to the Board:
Tom Maher, Mary Van Doren, Nancy Wallace

GWS Illustrations by Emily Linn
Cover photo is of Nancy Allee as a clown. See Focus, p. 14.

Growing Without Schooling #108, Vol. 18, No. 5. ISSN #0475-5305. Published by Holt Associates, 2269 Mass. Ave., Cambridge MA 02140. Phone 617-864-3100, fax 617-864-9235, email HoltGWS@aol.com. $25/yr. Date of issue: December 1, 1995. Second-class postage paid at Boston, MA and at additional mailing offices.
POSTMASTER: Send address changes to GWS, 2269 Mass. Ave, Cambridge, MA 02140
ADVERTISERS: Space reservation deadlines are the 1st of odd-numbered months. Copy deadlines are the 15th. Write for rates.

In this issue

I value self-knowledge and I value the right to say no. So when a young person says to me, "I'm not very mathematically inclined" or "Reading isn't the way I like to learn things," my first instinct is to take the statement seriously and to try to respond to it respectfully. I often feel this especially when I'm talking to young people who have just left school and are new to the idea of being in charge of their own learning. At those times, it seems particularly important to encourage young people to listen to themselves and to act on what they hear. So, I say to myself, let the unmathematical student leave math aside for a while. Let the one who prefers to learn in other ways than reading learn in those other ways.

But there's something that interferes with this assurance. It's actually a good kind of interference, because it reminds me that people are even more interesting and complex than that. Here's what gets in the way: what about all those times we thought we weren't good at something, or weren't the sort of person to do something, and then changed our minds because we discovered we *could* do it? I suspect all of us have something like this; I'm thinking, for example, of the many *parents* who have written to us saying that they never thought they were any good at math when they were younger, but now they've discovered real pleasure in it. Or they never believed they were musical, or ath'. tic, or good spellers. It turns out that people are flexible, that if someone or some situation gave us the message that we weren't good at something, another person or another kind of experience can give us the opposite message and help us come to a different conclusion.

That's what the young people in this issue's Focus describe. A girl who never saw herself as much of a reader, because she felt slow and awkward doing it, can become someone who voluntarily spends days reading in the library. A boy whose repeated attempts to write poetry leave him frustrated can find that a friend's example helps him see himself as a poet, too. A quiet, shy teenager finds that traveling gives her a new view of herself and her ability to speak up in new situations.

It turns out that it *is* right to listen to young people and encourage them to value self-knowledge, but it's equally true that we all can grow and change and feel capable where we once felt inadequate. What we may have thought was immutably true about ourselves turns out only to have been true at one time, or in one situation. That can be one of the most exciting and heartening things about watching children grow, and it's also an important message for anyone thinking about educational reform. If it's not irrevocably true that a given student is a poor reader, or shy, or unathletic, then it's important to think about what situations, experiences, activities, and attitudes make the difference. – Susannah Sheffer

195

BEST COPY AVAILABLE

News & Reports

Access to School Sports

In GWS #105, Nicky Hardenbergh wrote about efforts to allow Massachusetts homeschoolers access to high school sports. Here's some news about similar efforts-in-progress in other states (addresses of state groups can be found in our Directory of Organizations, p. 42 of this issue):

Maine: Elizabeth Farsaci wrote in the fall 1995 issue of the Maine Home Education Association newsletter that homeschoolers are discussing a bill about access to school activities which they hope to present to the legislature this December. Elizabeth writes that last April, Rep. Julie Winn had submitted a bill which would "require that public schools permit participation in school activities and classes by students who are having home instruction." Prior to the submission of this bill, though, the Education Committee of the legislature had appointed a Homeschool Study Committee, made up of school officials and homeschoolers, to look at the question of school access. Since this work was already underway, the Study Committee requested that the Legislature table Rep. Winn's bill. They did so, and the homeschoolers then drafted a new version of the bill, which is the one now under discussion.

Pennsylvania: The Pennsylvania Homeschoolers newsletter asked its readers if they wanted a change in the law to mandate that school districts allow homeschoolers to participate in school sports. The August 1995 issue of the newsletter reported on the responses so far, and they seem to favor avoiding legislative action on this issue and instead continuing to work with individual districts. The newsletter lists 18 districts that are known to allow homeschoolers' participation in school sports, and homeschooling parent Debra Bell wrote a list of suggestions for working with your local district about access to activities. Debra writes that she has a 19-page packet that she is willing to make available to other groups working on this issue: Debra Bell, Home School Resource Center, 6 Royal Rd, Palmyra PA 17078.

West Virginia: A year ago, the West Virginia Home Educators' Association newsletter reported that several families were working to challenge the rule that homeschoolers cannot play on school teams if those teams are under the West Virginia Secondary School Activities Commission. We spoke with Kathy Heflin of the WV Home Educators' Association to find out what had happened since last year, and she told us about a recent case in which a homeschooled boy was ruled ineligible to play on a school soccer team. Homeschoolers wrote letters in support of this family and attended the hearing before the Secondary School Activities Commission in June, but so far the ruling still stands. Meanwhile, Kathy reports that some homeschoolers have had success forming a homeschoolers' sports group at the local YMCA, in lieu of participating on school teams. Also, some families have successfully negotiated the right to have homeschoolers participate in other school activities, such as band. Kathy explained that the statute is written to prevent homeschoolers from participating in *extra-curricular* activities, but since band is actually a class, not an extra-curricular, homeschoolers have been allowed to participate.

When Did the Word *Homeschool* First Appear?

[SS:] We received a letter from Deanna Chiasson of Merriam-Webster, Inc., which said in part:

> I am writing to you in an effort to determine the earliest recorded use of the word *homeschool* and its derivatives (*homeschooler, homeschooling*). First known written uses of words are included in our *Collegiate Dictionary*, which is currently introducing the word *homeschool* to its pages. ...
>
> What we need are excerpts from printed material which include the word(s) in context accompanied by thorough documentation of the source. ...

[SS:] I thought this would be a straightforward matter as I picked up a copy of the first issue of GWS, published in the summer of 1977. Only as I began to read it with this goal in mind did I remember that the first issue of GWS actually came *before* regular use of the term "homeschooling." Readers might be interested in what I wrote to the folks at Merriam-Webster. From my reply:

> ... As I mentioned to you on the telephone, my efforts to answer your question reminded me that at first people didn't use any one term but simply said things like "teaching our children at home" or "keeping them out of school." John Holt used several such phrases in the early issues of GWS. He also used the word "unschooling," as you can see in the page from issue #2 that I've enclosed. It's interesting to note that although homeschoolers now use the word "unschooling" to refer to a certain kind of homeschooling that has come to be associated with John Holt (i.e., homeschooling without using a packaged curriculum, without duplicating school in the home), at the beginning Holt simply used it as a synonym for what we now call homeschooling.
>
> In GWS #9, whose publication date I can guess was December 1978 (GWS didn't date its early issues, but the date I've given is correct, give or take a month), you can see the hyphenated form of "homeschool" make its first appearance. In the following issue, #10, you can see that although Holt still used "unschooling" regularly, readers were beginning to use other terms as well, and one referred to "home-based education" (which some people still use today). By issue #12, which I'd date at June 1979, you can see that the magazine was using "unschooling" and "homeschooling" pretty much interchangeably, and gradually the term "homeschooling" became the more common one. As I mentioned on the

phone, in GWS it went through the usual progression from two words to the hyphenated form to one word. Homeschoolers still debate whether to write it as one word or two, but one is becoming increasingly common, and that's the form we prefer here (for several reasons).

TV-Free America wants Homeschoolers' Stories

[SS:] In GWS #104, we printed a notice about National TV-Turnoff Week, which a group called TV-Free America organized last April. Lydia Kan of that organization wrote to us saying that last year's week was a great success and that they estimate between three and four million people will take part this spring.

Lydia wrote to us specifically to say that the group's newsletter, *The TV-Free American*, is looking for writing about how television relates to the homeschooling community. You don't have to be living without TV entirely for them to be interested in your experiences; they say that they want to hear from people who feel strongly about "removing, reducing, or changing the amount of television they allow into their homes." The group's literature often describes a list of activities families can do instead of watch TV, and it sounds much like the active, rich lives many homeschoolers lead. For example: "go for a walk, play the piano, build a birdhouse, keep a diary, play outside, talk to a friend, start a family photo album, plant a garden, daydream, visit the library, write a letter, invent something ...".

I know there are quite a few homeschoolers who live with no TV or who watch very little, but, even beyond this, any issue of GWS shows that whether or not you actually watch TV, you don't lead TV-dominated lives, and no doubt many of the activities on the list I just quoted seem perfectly ordinary to you. That's why I think the newsletter would benefit from homeschoolers' contributions. Their address is 1322 18 St NW, Suite 300, Washington DC 20036; tel 202-887-0436, fax 202-887-0438, email TVFA@essential.org

Office News

In October, Pat Farenga spoke at the "Diversity in Education" conference in Canada. He did workshops on "Learning Without a Curriculum" and "John Holt's Life and Philosophy," and he reports that interest in homeschooling and alternative education in Canada is strong. The event sold out, and as many as 600 people had to be turned away.

Pat will be doing the "Learning Without a Curriculum" workshop in Broward County, Florida on January 27th. Materials from our bookstore will be available. Contact Mary Marlowe, 407-588-8039, for information.

We've sent some letters to people who are respected in the education world and are also sympathetic to John Holt's work, asking if they would be interested in writing about the reissuing of four of John Holt's books this fall. If you know someone (or if you yourself are such a person) who could write a piece reflecting on the importance of these books when they were first published and then discussing their continued relevance, and who has a good chance of publishing such a piece in a newspaper or journal, let us know.

Sue Miller wants readers to know that we could still use a few volunteers for the final phase of the entering-back-issues-into-the-computer project. Volunteers receive a one-year subscription (or extension of their existing subscription) and our deep gratitude.

Our fall 1995 catalog asks readers to remember that these are hard times for independent booksellers and small magazines and that if you value our ideas and our work, it helps if you also support us by subscribing to GWS and buying books from our catalog. One reader wrote, "Although I like to save money just like everyone does, I want to support what you stand for. I have in the past ordered books listed in your catalog through Barnes and Noble or gotten them out of the library. Now I will go through you when ordering books to let you know I care." A couple of others wrote something similar, and we extend our thanks; as with so many actions that seem small, your decision to support us does make a difference. ◆

How to Sell to the Growing Homeschool Market

Do you have a product or service that every home educator should know about?

An international homeschool marketing directory listing hundreds of up-to-date home education contacts in the U.S., Canada, and Australia. The 1996 Edition includes the following valuable marketing opportunities:

- homeschool supply stores/mail order catalogs
- home education newsletters/magazines with ad rates
- national & statewide associations & local support groups
- conventions/curriculum fairs & fees
- product reviewers & resource columns
- card deck/online opportunities
- bagging & convention services/rates
- direct mail lists/bulk mail-outs
- resource directories/curriculum manuals
- homeschool marketing networks

Money Back Guarantee!

For more information or a free brochure call: 1-800-275-0372

SAVE YOURSELF TIME AND MONEY

Send check or money order to:
Crowder Creations, Inc.
451 North 950 East - Dept. 52
Orem, UT 84057-4264

Only $69.95
(Includes shipping & handling)
Utah Residents add $4.30 sales tax

BEST COPY AVAILABLE

Christian Unschoolers Speak Out

In GWS #106, Pat Farenga began to explore the question "Can a Christian Be an Unschooler?" in response to suggestions that the two were incompatible. Now readers respond with their thoughts.

From Marina Tidwell (CA):

Can a Christian be an unschooler? I consider myself to be both, though I admit I feel uncomfortable with both terms. I hate the negative spin put on "unschooler": wild kids, weak or nonexistent parenting, no real learning. I also find the term not very useful in describing what we do. Child-led or interest-led learning, on the other hand, are terms that are almost self-explanatory.

The negative connotations of "Christian homeschooler" are just as bad: narrow-minded politics or world-view, spankings as discipline, rigid school-at-home are just a few of the false assumptions made when I mention that I both homeschool and am a Christian. It's a sorry state of affairs that often leaves me feeling on the defensive.

Pat points out that "the way we homeschool" can really encompass separate issues of religious, educational, and parenting philosophies. I think that this is very helpful to keep in mind as we try to dialogue respectfully with people with whom we disagree. But, naturally, in daily living there is no such division of issues. Christ is an inextricable part of our family and unschooling is rooted in that Christianity.

We believe that God has a plan for our children that is as much a part of them as the color of their eyes. We also believe that finding that plan means allowing our children the freedom to explore any and all aspects of His creation that inerest them, in the way that is right for them as individuals. So to the question "do you teach your children or leave them alone?' we answer: Yes. We teach them *and* we leave them alone, we have structure *and* freedom, discipline *and* mercy; the Bible *and* TV, science experiments *and* daydreaming, and playtime whenever we want. Life doesn't really have to be that either/or, does it?

From Kevin Rhodes (OH):

We are Christians, but we didn't choose home education for any of the stereotypical "Christian" reasons. We don't worry about prayer in the schools, we don't feel the need to make sure creationist science is given equal time, and we don't view the U.N. as an active threat to our family life.

We homeschool simply because we think it's the best choice for us as a family. Homeschooling shapes our task of parenting in a significant and welcome way. It both defines and reflects the choices we've made about who we are as a family. We want our lives to be seamless: not a little religion here, a little secularism there, but an integrated whole. That's a goal, you realize – one that's constantly eluding us, but one we value highly enough to keep pursuing.

We began this adventure because our oldest daughter, then 5, was not doing well in the Montessori school we had so carefully selected for its gentle learning environment. We investigated over a dozen different schooling options, all of which would have stigmatized her as a "special student." It was largely out of despair over the dismal prospect that we finally chose homeschooling.

It was a difficult choice. My wife Janet had to eat her words that she would "never homeschool." I had to overcome a perception – akin to the unfortunate public image Pat Farenga describes in GWS #106 – that the only people who homeschooled had guns and cigarettes stashed in the basement for trading in the post-crash economy.

Much to our surprise, we quickly discovered that scores of really normal, really nice people homeschool, for reasons that are as diverse as their individual personalities. We discovered a previously hidden community populated with deeply caring, thoughtful people who were engaged with their children in a process we instinctively knew was right and good but never knew was possible.

This was true even though our first homeschooling contacts were almost entirely through our church and even though many of them were doing it in large part for stereotypical Christian reasons. We weren't, but this presented no embarrassment to either side. We all muddled along together.

Somewhere early in the process we stumbled across the writings of John Holt, and the lights went on. As Christians, we see no tension between our sense of moral and spiritual responsibility as parents and our unschooling approach. None at all – to the point where, for me, the most shocking and disconcerting thing about Pat Farenga's question "Can a Christian Be an Unschooler?" is that anybody would even ask! For us, the answer is an incredulous "Of course!"

As we understand it, unschooling never means that you should just leave your children alone so that their innate good nature will assert itself and build a better world. What it principally does require is that we become practiced in what I'll call applied observation: the ability to watch our children carefully enough to understand how they make sense of their world, then introduce them to resources that give expression to that sense.

In our experience, the deliberate practice of applied observation requires a *higher* level of involvement in our children's lives. It simply takes time, and lots of faith, too, especially when this adventure in parenting doesn't seem to be working. In those times, it's much harder to watch

patiently and wait for understanding than it is to impose hasty solutions that make us feel good in the short term but ultimately have nothing to do with our children's growth.

Not that we don't do that very thing, and far too often. It often strikes me that tactics like using worksheets and standardized tests ("just to see how they're doing"), and otherwise trying to create school-like environments, are almost entirely done for the parents' benefit. There are too many times when we panic, worrying that somehow we're warping our children for life. Then we grope for artificial assurance, trying to make sure our children *actually do something today that looks like school.*

I think we act that way because we lack faith in the process, especially in those critical times of gestation when nothing visible and measurable seems to be happening. But for Christians, this is no different from those times when our religious faith is challenged. In either case, it takes faith to wait out our momentary anxiety. Otherwise, we become like Saul panicking over Samuel's late arrival, offering unacceptable sacrifices that cost us the kingdom.

To cite a modern proverb, life is a journey, not a destination, and it takes a lot of grace and forgiveness to muddle through. That's true whether the subject is homeschooling or religious faith. Christians, of all people, should be comfortable with the tension between what theologian George Eldon Ladd described as "the already and the not yet": the kingdom already come vs. the kingdom yet to come, our sojourn in this world vs. our citizenship in the world to come, and the many other paradoxes of Christian reality. The process of unschooling is equally filled with tensions between what occurs in the process as we currently experience it and our expectations of a good outcome. Fortunately, as is true in conflicts of faith, if the process of unschooling baffles us at times, there are "great clouds of witness" to whom we can turn for encouragement. Thankfully, many of their "testimonies" are found in the pages of GWS!

Sadly, issues of exclusivism and sectarianism became real to us lately when the leadership of our church homeschool group initiated a "statement of faith" requirement. Apparently they felt the group's growth was out of hand and opted to limit membership to church members plus one "sponsored" friend per member. The friend has to sign the statement of faith (church members have already done so implicitly, through the church membership process). Using statements of faith to decide who's in and who's out unfortunately has historical precedence ever since the Protestant revolution, and perhaps the leadership reached for this familiar tool without consideration of the perspective Pat Farenga outlines so well.

As Christians, we see no tension between our sense of moral and spiritual responsibility as parents and our unschooling approach.

No doubt we will all continue to dispute these issues with great energy, but I fervently hope that in the midst of all the sound and fury we will remember that, after all, we aren't perfect, and we don't need to get it right all the time. I hope with equal fervency that at some point we'll lay down our swords, beat them into plowshares, and get on with the high calling of being parents.

From Cindy Gaddis (KY):

Mary Hood writes, "You can't treat the family as if it was a total democracy if you believe in the Christian family structure. You can't let discipline go down the drain in the name of respecting children...". Christian family structure according to whom? How about those of us Christians that believe differently? I don't believe that I have been entrusted with my children to rule over them but to help nurture, guide, and develop their spirits to be all they can. My family all follow the same rules, we all respect one another, and we all can talk about the feelings that we have. We are not perfect, but my children are self-directed and have more self-control in many ways than the other children I know. We are consistently complimented over the good behavior of our children in public and at home, and we have five children with the oldest being only 8.

Because of the stereotype of what "Christian" is, many of us do not even call ourselves Christian because we may be lumped with that stereotype. Some people strongly imply that all Christians are certain types of people who hold certain viewpoints and if they do not then they are not a true Christian. This is absolutely false, but I think it will take a long time to dissipate that stereotype and allow the word "Christian" to include all the diverse faiths and personalities within those faiths.

From Kathy Ewing (OH):

I guess I would be called a "liberal Catholic" and am not what one normally thinks of as a "Christian homeschooler." That is, I am not fundamentalist or born again and don't usually cite my religion as a reason that I homeschool.

However, I can't really distinguish the reasons I'm homeschooling from the rest of me; surely my being Christian has something to do with my dislike of the authoritarianism, competitiveness, and peer pressure characteristic of most schools. Of course, other very good Christians can disagree with me on these points. I mean only that I can't separate my Christianity from the rest of who I am. Also, my religion wouldn't preclude me from unschooling or any other homeschooling approach.

From now on, I'm going to try to resist calling others "Christian homeschoolers" as though that term describes a narrow category different from me. Like many others of diverse theological and political persuasions, I'm a Christian homeschooler, too.

From Jeannie McLeod of Ohio:

Of course we all seek the company of those who we feel share our values, but the danger comes when we hear a message that intuitively sounds consistent with our values and then reject it because it comes from a tradition we don't share or redress it in our own terms so that we can only then embrace it. How often have I seen in books and catalogs the warning, "This is a good resource. It is not Christian, but you might find some useful things in it." I would argue that many things that are worthwhile are just as "Christian" as those overtly described as Christian. Christianity and its many expressions may not be confined only to that which is specifically called Christian. Christianity, to my mind, celebrates goodness and tolerance. Sadly, toler-ance is not necessarily the hallmark of many overtly Christian publications. Our faith has been turned on its head.

As Pat remarks, faith is ultimately personal and private. I feel that we do not need to know each other's faith in order to have a deep and meaningful relationship with each other and to learn things that we then apply to our faith, whatever it may be. I have recently moved to an area where the Christian homeschool movement is very strong, and I have felt isolated and bewildered. In looking for contacts, I was told by one individual that because I was evidently not a born-again Christian, perhaps I was looking for something secular. I took my children swimming at the local YMCA in group lessons and in the locker room, even before asking his name, a boy asked my 9 year old, "Are you a Christian?" Are those without "faith" written on their exterior (or without faith at all) incapable of representing strong, healthy values, or profound insights into the learning process that many a Christian mother or father would find admirable and, more important, consistent with their faith?

What we choose to share with our children should not, I believe, be evaluated according to its stated spiritual credentials but for its intrinsic worth. Goodness, compassion, and tolerance are among the many values we desire in our family for our children, and while we celebrate our faith in the Catholic tradition, we believe there are many other faiths and traditions that can teach these values as well or better. Many Christian mystics and scholars have drawn much of their inspiration and guidance from other traditions. Moreover, we feel that there is no universal claim to the correct path among Christians. To counsel our children that they can feel OK if the message or messenger is Christian would not necessarily guarantee to them or to us that such individuals or publications represent the values we hold to be important.

I realize that in writing these thoughts I am likely offending as I have been offended. But, offense is a reaction of choice. We can also choose to continue to seek bridges. I can only hope that on an individual basis we can apply our faith to openness. Maybe then we will experience the gains for the homeschooling movement that I feel such openness would bring.

From Orese Fahey (NM):

I consider myself an unschooler and an aspiring Christian. I have no trouble blending these supposedly opposite ways of life. Our family's unschooling philosophy is one of trying to achieve wholeness – synthesis, if you will. Instead of separating everything out into work, school, religion, home, we are trying to weave all these elements into a whole cloth, so that our family can experience learning, work, and spirituality throughout the day and throughout life. We read and consider many viewpoints and we don't worry about what category the writer fits into. What we look for, whether in a writer or a friend, is honesty, truthfulness, and sincerity. We appreciate and try to apply the writings of John Holt, Charlotte Mason, and every person who speaks out on behalf of sane ways of living and loving in this troubled world. I feel sorry for Christians who will only allow their children to use materials labeled "Christian." They will miss out on all the inspired work by people such as John Holt who did not overly embrace a formal religion but who practiced and taught universal (including Christian) virtues such as compassion and honesty.

Regarding the notion that unschoolers are undisciplined: my experience is that of all the homeschooling "methods," unschooling takes the greatest amount of inner discipline. People should not confuse "freedom" with "license." Unschooling, which means freedom from institutional incarceration and freedom from packaged curriculum, grading, and so on, requires constant awareness and attention, creativity, problem solving, flexibility, patience, involvement, giving, sensitivity, and a host of other virtues which I also think of as Christian.

We are not doormat parents, nor are our children unattended "like weeds growing in a sidewalk" (Charlotte Mason). Our interpretation of "unschooling" is everyone working, living, and learning together, respecting each individual as a unique soul and an integral part of the whole community. Our "unschooling" is very disciplined. We have (quoting Mary Hood) "clearly defined goals and a firm Christian value system." Our children watch about four hours of TV a week and they don't call us by our first names. Our children *do* choose what they would like to study and everyone in the family supports and helps one another, whether it be with "school" work or with the house and business.

I hope we will put aside the desire to label, categorize, and dismiss other people, which imposes limitations on them, on ourselves, and on our children. I hope that everyone who has the courage to leave the limitations of the school system will allow themselves to be free, to be independent thinkers and open to the truth, wherever they may find it. ◆

200

BEST COPY AVAILABLE

Families Volunteering Together

Helping with After-School Care

Kathy Ewing (OH) writes:

When we began homeschooling eight years ago, I intended to incorporate some sort of volunteer activity into our days. I contacted Greater Cleveland Habitat for Humanity and eventually did some work for them myself, but for various reasons the kids never joined me. I still feel that Habitat would work well for older homeschoolers. It teaches useful skills and provides great social and work experience. In addition to on-site construction work, Habitat needs clerical help as well. [SS: Habitat for Humanity builds houses for low-income families. See Rebecca Merrion's essay in *Real Lives* for one homeschooler's experience with the organization.]

Maybe someday I will get my kids to Habitat, but in the meantime, we have found something else. Last year we joined St. Cecilia's, a city parish, whose former elementary school has been converted into transitional housing for homeless families. The New Life Community houses fourteen families for four months at a time. The parents take classes in job and living skills and attend support groups if they have been substance abusers. Their program is arduous. Volunteers of all kinds are needed to supplement the seven-person staff.

We began helping with after-school care last winter. The very young children from New Life are in daycare until 5:00, but the school kids need aftercare until their mothers are finished with classes. My daughter Margaret (9) and I would pick up Doug (13) at school (which he decided to try last year) and drive down to New Life once a week. There we would play with the kids, help with homework, do crafts and provide a snack, with at least one and usually several other volunteers. This was fun, but sometimes we had to become disciplinarians because the kids were very wound up and tired after school and would begin fights over the computer or other games. Sometimes I found myself arbitrating a dispute between a New Life child and my son Doug! Keeping kids under control was not my strong suit when I was a teacher, and I don't relish that role.

In summer, New Life kids stay in camp until dinnertime. We changed to an evening shift once a week and now watch about three to eight little kids, usually six and under. We all find this more fun. We fall in love with the babies and little kids and are sorry when they finish the program and move out. They love to roughhouse with Doug and are also very affectionate and cuddly. In addition, I coordinate one Sunday evening a month for my church to cover chilcare while some of the New Life moms attend a recovery support group.

Sometimes I'm tired and would love an excuse not to drive down to New Life on a Thursday evening and cope with a gang of energetic toddlers. My kids, on the other hand, want to add to our hours. They talk about the kids during the week and tell their Dad the funny things they say and do. They see the children as normal, healthy, and funny, which they are. I don't think they'll ever stereotype homelessness or homeless people.

Cooking for Homeless Shelter

Jody Thomas wrote in the May/June 1995 issue of the California Homeschooler *newsletter:*

Although we have struggled financially in order to have me stay at home with our children, we always have the essentials: food, a warm place to sleep, lots of books to read, and each other. But I thought my children could benefit from learning that not everyone was as fortunate as we. A few weeks before Thanksgiving three years ago, my grandmother, mother, two daughters (then 3 and 5) and I made dinner for one of our local homeless shelters. The Transition House (as it is called) takes in families who are struggling to get off the streets and into their own apartments. Consequently, the population of the shelter tends to be mothers with young children and single women, as well as a few men. We made a nice meal and instead of dropping off dinner, my husband, children, and I stayed to dine with the Transition House guests (as they are called). It was hard for me to see what a difficult life these people were leading. My daughters were shy and reluctant to leave my side during the meal. It was an experience that butted up against my comfort zone in a huge way. But there was some satisfaction in it, too.

A year later I received a call asking if I would like to prepare dinner again. This time I asked some of our homeschooling friends if they would like to do this. Five families took me up on the offer. We planned the menu and prepared the meal in a church kitchen. Of the eleven children, probably five of them really helped with the actual food prep while the others played together. After transporting dinner to the shelter, we all stayed for the meal. We purposefully sat at different tables so that we could talk with the guests who were there that night. We heard varying stories about how they came to be there and what plans they had for getting out. Some were frustrated and exhausted and others were optimistic and hopeful. They were just people, of course, like us. I knew that was true, but getting it up close and personal always makes an indelible impact.

We recently cooked dinner for Transition House for the third time. There were again five homeschooling families, although not the same five. This year we prepared the meal in the big kitchen at the shelter itself. We were there for more than five hours and had a chance to meet and interact with many of the guests. The kids were

201

a huge help this year, too. They washed lettuce, peeled potatoes, mixed meatloaf, sliced and buttered bread, made lemonade, set the tables, served dinner, and still had time to play with the children at the shelter.

There were lots of opportunities for learning, and I don't mean just for the children. How much meat do you need if you are making meatloaf for 60? Do potato skins have vitamins in them? If we have twelve loaves of bread, how many slices do we need per loaf so that everyone can have two pieces? Is it hard not to have any choice about what to eat for dinner? or lunch? or breakfast? Why do the babies have to sleep in a crib? Where do the kids go after school before their parents get back from job hunting or working? Will we ever have to live in a place like that?

My children have more appreciation for our lifestyle and our family choices which have enabled us to be together so much. They are no longer afraid of the man we see at the library since we met him at Transition House. They are more willing to donate their clothes and toys to Transition House because now they know what happens to those things. And they know they can make a difference in someone else's life.

They still don't know how many pounds of meat it will take to serve 60 people, but there is always next year.

Homeschoolers prepare a Thanksgiving meal at the local homeless shelter. (l-r: Marina Moses, Christyn Edmundson, Nancy Edmundson, Ethan Moses)

Helping Bird Researcher

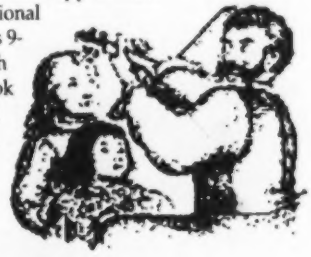
From Kristin Hart of New York:

What consumes Nicole (10) most of all is nature. She loves and appreciates animals, flowers, trees, bugs, etc. She has decided to form a nature club. Her plans include identifying things that are unknown to her right now. She is starting a collection of things in nature and is writing letters for different causes, such as preventing cruelty to animals. I helped her in this area by finding a woman last fall who is a researcher for a bird-banding project nearby. I asked if Nicole and I could help her band the birds. She agreed to let us catch birds in nets that were set up. We weighed them, measured their wing spans, banded them, and set them free. I really appreciated the woman's attitude. She didn't talk down to Nicole or hesitate to allow her to have a full share in the handling of the birds. It was the highlight of the year for us! We were doing real scientific work *and* making another memory together. ◆

Beyond the basics...

Calvert School offers supplementary courses for children ages 5-13.

A leader in home instruction curriculum for nearly 90 years, Calvert School invites your family to join our creative adventures. Choose one of our specially designed enrichment courses including ***Melody Lane,*** a music appreciation course on video for ages 5-8; ***The LITTLE HOUSE® Books Reading Guides,*** based on the beloved series written by Laura Ingalls Wilder, for ages 8-11; and ***Discovering Art,*** an art appreciation course on video with additional hands-on activities for ages 9-13. Each course comes with an easy-to-follow guidebook and all the materials you'll need to make learning fun. For more information on all of our home study courses, please call, fax, or write for a free catalog.



CALVERT SCHOOL

(410) 243-6030 • *fax (410) 366-0674*

Dept. GWS5

105 Tuscany Road • Baltimore, MD 21210

When Parents Disagree

Kathy Richardson (NY) writes:

After five years of official homeschooling, my doubts and guilt are at a minimum. Sam (11) will go two or three months doing almost nothing other than watching videos and just when I'm about to lose my cool, she shuts off the VCR – her own idea – and starts doing something else. Her current big interest is learning to play the guitar. She bartered with a friend of ours. She does some cleaning for him and he teaches her guitar. She's also found several other adults on our street who are interested in her guitar playing and who give her more information and ideas. She practices when she wants, sometimes all day and sometimes not at all. Other things she has pursued in the same manner are sign language, tarot cards, writing poetry. Sam is an excellent reader who refuses to read to herself unless it is a book of serious interest; then she reads for hours at a time. I still read to her.

After we moved to an apartment on the main street of this town, Sam befriended the manager of a local toy store and was there to help out almost daily. No formal decision or arrangements were made; her work just naturally evolved. When the manager left for new employment this summer, I suggested that Sam ask her for a reference letter. She wrote, in part, "Sam began helping me ... at the age of 9. I was not only amazed by her maturity but impressed by the way she helped the customers. ... Vicariously, Sam developed a sales pitch for just about any item in the store ... would alter it to suit each customer ... always willing to learn new things with detail ... had a good eye for displays ... thorough with taking inventories and careful to watch out for shoplifting, Sam was wonderful to have working with me."

Sam's father and I are legally separated and live about twenty miles apart. We agreed that I would make decisions about her schooling. While he was receptive to homeschooling in the earlier years, he puts more and more pressure on her to try school. He feels she needs to get into the "real world" and to "get a life." I often wonder if he remembers his three extra years in public schooling with that much fondness that he wants her in there, too. Here, she is surrounded by supportive friends and family who accept her as she is and feel she is pretty smart and sociable; on weekends and at other times when she is at her dad's, she gets direct comments, or overhears comments, about how is she going to make friends (she has friends of all ages both here and there) and how is she going to learn anything, which implies that she doesn't know anything at all, but I realize they're referring to things such as multiplication tables and the capitals of each state.

If any readers could give me input on how to handle this, I'd appreciate it. One thing I'm going to do from now on is to send her father copies of all my correspondence to and from the school district. I remember once last year I sent him a list of what Sam had been doing and he was really impressed and backed off from bugging her about public schooling – for a while, anyway. I also gave him a copy of the reference letter from the store manager.

Homeschooling has affected my own attitude toward learning. I worked as a secretary for the same company for 17 years, then decided to stay home after Sam was born (I also have a son, now 23, who attended public school). When Sam was 8, her father and I split up and I went back to college full time at the age of 47. Having homeschooled Sam, I had a whole new attitude about learning. No longer intimidated by college instructors, I went to each of them at the semester's start and said I wasn't interested in grades; I wanted to learn and I wanted evaluations of my work. They cooperated and I had a great three semesters getting my associates degree. Then I worked on my bachelor's degree for one semester through Empire State College. They have no classes but offer mentors for each subject and let you design your own program and courses. I loved it.

I still need 36 credit hours but have decided not to go back. There are too many things I want to learn and I'm tired of being tied down to a curriculum, even if I designed it myself with my mentor. Also, I've found a job I love, in a café where I voluntarily helped a friend for two years. I'm working two day shifts and three afternoon/evening shifts. Sam stays up late and sleeps half the day, generally, so she doesn't even miss me during the day shifts, and she's at her dad's for at least two and sometimes all three of the evenings that I'm working. She also comes to the cafe any time she wants and often helps out with washing dishes, cooking, cleaning, watching the owner's 3 year old.

I've given Sam the option of attending school whenever she chooses to, but so far she's not interested except once in a while when her dad puts pressure on her. If she ever does go, I'll be there helping, questioning, supporting, *and* ready to pull her out if I see it is becoming harmful.

Doctors Prejudiced Against Homeschooling

Jennifer Rozens (MI) writes:

My son Ben, age 15, is starting his third year as a very happy homeschooler. This summer, while away at camp, Ben started showing symptoms of manic depressive illness and had to be hospitalized in a local psychiatric hospital for over a month.

This was a very trying time for us, as you can imagine. Fear, worry, heartache all came into play as we watched Ben go from bad to worse at this hospital. Thankfully, Ben is now home and on his road to recovery.

The most disturbing element of his hospitalization was the attention given to the fact that we homeschool.

Once again, the blasted question of socialization reared its ugly head. How do we convince closed-minded people that socialization in a school setting is often anything but positive? Don't they read the newspapers? Obviously not, as we were questioned and questioned about our decision to homeschool. We were also advised that it would be beneficial for Ben to return to school. Nowhere in any medical journal does it state or prove that socialization cures or even helps the inherited disease of manic depression. But because we homeschool, every aspect of our lives was put under the microscope as only the mental health community can do.

To make this doubly irritating, the doctors, social workers, and staff were aware that I suffered from the same disease in my teens. No matter that I have been symptom-free and medication-free for over 23 years. Little emphasis or time was spent on the genetic aspect of the disease, but much time was wasted trying to tell us that Ben just needed to socialize more. One student psychiatrist even questioned whether Ben should go back to "that environment" (i.e., our home) because of my history of the disease and stated that I would not recognize a manic depressive episode in Ben! How frightening that people as ignorant as this are allowed to work in our medical community.

Also, another very scary instance of prejudice was evidenced by the "Education Officer" of this hospital. She stated to me that Ben's math skills were very poor. When I questioned this, as Ben is in second-year Algebra using the Saxon texts and doing consistent A-level work, she said in a very haughty tone (as in, "I don't believe you; you homeschool") that she had given him an assessment test and "he wasn't even able to do division." When I questioned the timing of this assessment test, I learned that she gave it shortly after his admission, at a time when he had ripped his glasses to shreds (he can't see at all without them) and was jumping on tables in the height of the manic phase of this disease. Luckily, I know her educational assessment is not worth the paper it is printed on.

As you can see, this bugaboo of homeschooling continues to present problems when we least expect it. I thought I was taking Ben to a place where he could get help. To a certain extent, he did. He received medication and is now healing. He also, however, learned once again that in this country, society as a whole respects no choice except conformity. If we had not been homeschoolers, I'm sure his stay at the hospital would have been shorter and that we would have had less aggravation.

This harassment by the hospital has only served to strengthen our resolve to homeschool and to promote homeschooling wherever and whenever we can. We know it is the healthiest thing we do.

We added the category "Helpful Psychologists" a few years ago to our regular lists of helpful teachers, lawyers, professors, and school districts, because of stories like Jennifer's. This list was last printed in GWS #103 and will be printed again in GWS #109, as will our list of people with experience in various areas who are willing to correspond with others. We asked Jennifer if she wanted to be added to this list of resource people, and she enthusiastically agreed, saying:

We now have a great psychologist for Ben who is very into our homeschooling. Needless to say, she's not part of the system where he was first treated. He is doing well now – back at the Older Homeschoolers' Group, taking piano, composing music, and reading.

Homeschooling Helps ADD Child

In GWS #107 we said that readers might be interested in the Merrow Report (a television show) that planned to look critically at the overprescription of the drug Ritalin for children diagnosed with Attention Deficit Disorder. GWS reader Ann Thompsonof Michigan writes:

As a mother of an ADD child, I am appalled by the Merrow report. Until you have lived with an ADD child and seen how they are treated in public schools, I don't think you are qualified to tell parents how to treat their ADD children. Yes, Ritalin is overprescribed. However, if anyone is doing the pushing, it is the schools. The educators quoted on the show said, "Some parents just can't admit their kids are slow, or not bright, or just plain spoiled." For five years, my husband and I were accused by the schools of mentally and physically abusing our son, of feeding him too much sugar or not providing nutritious meals, of letting him stay up late, of working and neglecting him. Since we did not see at home the behaviors they described existing at school, we were at a loss to see what was wrong. Our life was hell. Almost every day, some teacher was on the phone. I would end almost every week screaming at the principal. Finally, one of my son's teachers, who has an ADD son, suggested we have him tested. The school refused to test him or to provide for testing, so, after many false starts, we found someone to test him.

I would have given anything to have known about ADD and to have other parents to talk to and to get advice from. I can tell you that the doctors and the school really gave us only one choice: drugs. At first, Ritalin worked well with our son. But the dosage had to be constantly increased to gain the behaviors the public school wanted. Finally he was up to 20 mgs three or four times a day. Luckily it didn't affect his sleeping, but he was the skinniest kid.

Now I homeschool him. This is our second year. We use an unschooling approach with some structure in math. He only takes Ritalin when he wants to (he usually asks for it in the morning to "settle himself down"). I have learned to control his environment and also to help him control himself in his environment. Now he takes Band at the local middle school, and next year we hope to increase that to English and Science. By ninth grade he will probably be back in school full time, which is something he is working towards since he wants to play sports and to take part in drama and band.

Success for us hinged on homeschooling since the public school just couldn't help him. As long as educators refuse to admit that all kids are different, learn differently, and need more than the cookie cutter approach, there is no chance for the

Pinewood School Brings Home Education to You

(303) 670-8180

Olivia C. Loria Director

PINEWOOD SCHOOL

112 Road D Pine Colorado 80470

Serving Home Educators Since 1981

Enhance Curriculum with Award Winning STORYTELLING by Jim Weiss

16 National Awards

- Sherlock Holmes for Children (cs/cd)
- Arabian Nights (cs)
- Good Night: Off-to-Sleep Tape (cs/cd)
- Tales From Cultures Far and Near (cs)
- She and He: Adventures in Mythology (cs)
- Three Musketeers / Robin Hood (cs)
- Greek Myths (cs/cd)
- Tales from the Old Testament (cs)
- King Arthur and His Knights (cs/cd)
- Fairytale Favorites in Story & Song (cs/cd)
- Rip Van Winkle / Gulliver's Travels (cs)
- Animal Tales (cs)
- Mystery! Mystery! for Children (cs)
- The Jungle Book (cs/cd)
- Shakespeare for Children (cs/cd)

"Storytelling in its best incarnation." Home Education Magazine

"Enthralling adaptations...remarkable voice changes" ALA Notable Cassettes

"Weiss is a gifted storyteller..." ALA Best of the Best for Children

"A great way to lead young listeners to the fiction shelves." Booklist

"Weiss' voice is liquid gold." CNN TV

GREAT HALL PRODUCTIONS
P.O. BOX 811
DUBUQUE, IA 52010

type of help ADD kids need. I firmly believe all ADD kids could go without Ritalin if society (public schools and other institutions) could accept their differences. Until this happens, parents don't have any other alternatives available to them. We have to do whatever helps our children function and be accepted. You have no idea how hard ADD is on the child's self-esteem. My child wrote often in his journal about how worthless he and his life were (by the way, no one at school thought it important enough to show us this journal).

For homeschoolers with ADD children or an interest in the subject, I suggest the Homeschool ADDvisor, a newsletter published by a parent of an ADD child. The address is PO Box 118, Lincoln University PA 19352.

Wesley Thompson, Ann's son, wrote in the Spring 1995 issue of the Homeschool ADDvisor:

With homeschooling, it is less noisy and I am able to concentrate and get my work done. There are fewer distractions. I have more help with my work because there are less kids (I'm the only one my mom teaches). I also get more breaks from the schoolwork and I don't have to sit in one place or work at a desk. I can get up and walk around. I can work on the floor and hang upside down, if that is what I want to do. ...

Mother Under Stress

A reader writes:

I am at home with 3- and 6-year-old boys. The only reason I ever consider school as an option is that I am so afraid of hurting my children. We live in a remote rural area, pretty isolated except for a few kids who are either not interested in playing with my boys or vice-versa.

I try to follow the PET (Parent Effectiveness Training) method of non-coercive parenting and often find myself frustrated with either myself, for resorting to threats with my kids, or with them, for behaving in ways that are so insensitive to others' needs. When I talk to friends or therapists, homeschooling and/or PET are always blamed for my problems.

How do other people cope with the relentless stress of full-time, non-stop parenting? I work part time while my husband is home, and I know that helps some. We take regular time off for an evening alone together. I still feel that each day is a struggle, and more and more I find myself threatening my 6 year old with sending him to school, because I don't want my life to be this much of a struggle.

I want to do homeschooling. I believe in the ideas of John Holt and others about why it is the best option, and often I wonder if I am just constitutionally incapable of it. Maybe other homeschooling parents are calmer, stronger, more centered than I am, and less angry, irritable, and short-tempered with their kids. Is being at home full time with an unhappy mother continuously engaged in power struggles really better than all the rotten stuff that goes on at school? Has anyone dealt with these issues successfully, and if so, how?

Not Doing Anything?

Linda Wyatt (NY) writes:

I loved "Does Unschooling Mean Leaving Kids Alone?" in GWS #106 because this is something I used to struggle with a lot. People would comment on how much effort it takes to homeschool or how much work it takes to make up all those lesson plans. I would tell them that no, not really, we don't do lesson plans; in fact, we don't really do any schooling at all. I'd get blank stares, or worse, in response. And just imagine their faces when they ask what my kids have been learning lately and I say I don't know. I *don't* know, exactly, because it doesn't really matter; they're always busy learning something, and that is enough.

What I am using lately, as an answer, has worked for me. I tell them that we don't do anything special for learning purposes; we just live our daily lives. However, our daily lives may be different from what a lot of people are used to. It's hard for me to realize that so many homes don't have books, don't have discussions of interesting topics – in short, in many

BEST COPY AVAILABLE

homes, the parents don't value learning, so it isn't part of everyday lives. Well, it still is in one sense, but learning that your parents don't care what you do is far different from learning that your parents won't *interfere* in what you do. And parents who don't help when asked teach a far different lesson about life and learning. Same goes for parents who do not put a priority on their own learning.

I think that people who panic about homeschoolers "not doing anything" are picturing a reality that is so foreign to those of us who are actively learning that we forget it exists. Our "nothing" and their "nothing" are very different things. I think they picture the "watching soap operas and eating bon-bons" sort of nothing.

Yes, I leave my kids alone, in that I don't impose a schedule or certain topics on them. But they are extremely rarely actually alone. I'm there, doing what I'm doing, and they're doing whatever they're doing, and sometimes it's the same thing and sometimes not. If they have questions, I can respond (not always with the answers, though). If not, I can keep an eye on things and make sure they're safe, if need be. And if I'm in another part of the house, I still have ears. It feels to me like the respect that any people who live together should have for each other. We all live our interconnected lives, and share the parts we see fit.

Susannah's comments about Amanda Bergson-Shilcock's flyer made me think about the reports I have to write for the school district. One of the subjects is writing. What exactly do they mean by that? Do they mean the physical act of putting pen to paper and making marks? Do they mean paraphrasing the thoughts of others, or answering questions? Or do they mean creating your own ideas and thoughts and putting them into words? All of these things are writing. Schools often seem to focus on the first two, but it is the third one that I want my kids to learn. Whether or not you think Amanda wrote her flyer depends on what you think writing is. I think Amanda did it on her own – *with help*, which is how most people do things. They come up with an idea, and use whatever resources they have (and find necessary) in order to do what they want to do. If some of those resources are other people, that doesn't change who is doing the project.

Relationships Change as Kids Get Older

Penny Barker (OH) writes:

I loved reading in GWS #107 about Kristin Hart's working at her seemingly changing relationship with her daughter. Kristin says, "I think that as they get older, we are less affectionate with our children." I remember that as each of mine grew from babyhood to childhood to young adulthood, my affections remained as strong as ever but my manner of showing that affection did change. For instance, instead of holding one of them on my lap to talk about a problem, we'd take a walk outside together. The spaciousness and privacy of the outdoors promoted candor.

Another change was that whereas when the kids were little, one way I showed my affection was by never feeling interrupted when they came to me; I just made a habit of this. I also would wander in and out of places where they were; there really wasn't a distinct line of privacy between us when they were young. As they grew older, however, and more individual, our affection for each other showed itself by our respectfully giving one another space. And a time came indeed when we hugged less often, and lap-sitting became infrequent. I saw our relationship changing; I saw that each of them would eventually seek affection outside the family. I mused that if things had remained the same as when they were younger – what about courtship the need for biological diversity, for life beyond the family?

I found myself connecting in ways other than through words of affection or touch. The children (young adults now) were delighted when they'd find a hot water bottle tucked up in their beds on a freezing cold night, or perhaps I'd have a warm bath waiting after a day one of them had spent in the woods. Sometimes it was simply setting out two cups of cocoa just when I sensed one of them wanted to sit and talk. I avoided making a big production of these times but carried them out rather casually, off-handedly, thus eliminating any call for gratitude.

Though sitting on my lap always lasted 'til well past age 7, as each child grew older we spent less time in direct physical contact, and to all of us it seemed OK. I consider this a part of the individuation process; something good and authentic. I think my lifetime of observing animals and their offspring influenced my feelings about this process. I always noticed how the female animals all seemed to be nearly constantly with their young from birth through the nursing time. Following this, the young were left alone with their siblings and with other young of their own species for longer periods of time. Finally, near constant separation of mothers and offspring became the pattern. These observations seemed to sink into my bones and to become a part of my outlook, which I suppose is the reason I felt so comfortable with it. My children, while growing up, had observed the same processes so perhaps that accounts for their feelings of acceptance, too.

Now that they're grown, or nearly so, it seems that *they* initiate the physical affection. When they're home they will give me spontaneous hugs or take my hand when we're out walking. They seem to feel comfortable initiating things I took the lead in when they were little. I find this an interesting and comfortable reversal and probably preparation for their own parenting.◆

We Review Thousands of Educational Materials...
(and bring only the best to you!)
THE EDUCATION CONNECTION
✔ Comprehensive home education catalog
✔ All subject areas
✔ Great selection
Call or write TODAY for your complimentary catalog
1-800-TO EDUC-8 (1-800-863-3828)
P.O. Box 1417 ❖ Tehachapi, CA 93581

209
BEST COPY AVAILABLE

Focus

Changing Our Ideas about Ourselves

Have you ever said things like, "I'm just not good at ___" or "I'm not the kind of person who ___"? For this issue's Focus, we asked young people to tell us about how they may have felt they weren't good at something and then changed their ideas about themselves and began to feel capable of learning or doing whatever it was. We asked how they used to feel, how they feel now, and what made the difference.

Seeing Herself as a Reader

From Anna Coman-Hidy of Massachusetts:

When I was younger, I hated reading. I was in school then, and I had a spelling problem, but they taught reading through spelling in school, so I always felt really stupid. Even after I learned to read, I didn't like to do it because it always brought up bad feelings. Reading in front of the class was especially embarrassing because I was so slow at it.

In fact, my father was the one who helped me to learn to read, by introducing me to comic books, which I loved because I loved the pictures. I learned to read through those comic books and for a long time that was all I would read. Throughout those years my parents were always on me to read more, and when I would read a book I would sometimes enjoy it, but it wasn't something I chose to do on my own.

When I started homeschooling during my tenth grade year, my mom and dad wanted me to read an hour a day. Because I was out of school and was so glad to be free, I wanted things to be different and I wanted to be more open to new things, so I did start to read. People were also giving me more interesting books than I had had in school, because they knew I was trying to read an hour a day. I usually managed to do it about every other day, or sometimes just about two times a week. I was very slow at it, but then, I guess because I was just doing it for me and no one else was making it horrible for me, I began to get interested in the books themselves, in the stories, instead of thinking so much about myself and how I was doing. I began to read books like *Siddhartha* by Herman Hesse, books that really made me think, that fed me intellectually, and they made me want to read more. They made me understand what reading is good for, why people want to do it.

This year, my second year of homeschooling, I'm doing so much more reading, and it's so much more natural, that I don't have to make a special point of reading an hour a day. I usually spend one whole day a week reading at the library, and I go a couple of other times a week to get books. When I go to the library, I'll just pick up a book that looks interesting, and I've learned that it's OK to enjoy reading only parts of books. I don't have the overwhelming sense that I have to read the whole book every time and then write a report on it afterwards. Learning this new way of reading, learning that it's OK to browse, has made a big difference to me. It's funny that now the books I choose are often the long, thick ones. I used to choose the thinnest one I could find; that's how I would choose a book when I had to do a book report. Now I'm reading *Anna Karenina*, which I would have thought would be such a hard book, but it's not. It feels like a soap opera, and it reminds me of Shakespeare (I actually feel comfortable with Shakespeare's work because I know it through acting; I recently played Juliet in *Romeo and Juliet*).

It also makes a big difference to me that I don't have to finish a book by a certain time. Now I can talk about a book with my mother a chapter at a time, and I get more out of the book that way; I can really relate it to my life. In school, it's true that they did ask questions about the book as you were reading it, but the questions were usually to make sure you'd done the homework the night before, questions like, "What color was the hat in the third chapter?", just to check and see if you'd read it. Of course, some teachers were better than this, but not many were.

Reading has also made me more interested in writing. When I watch a movie, I think about my own acting, which is something I do a lot of, but now, reading a book and hearing the voices in it makes me think about how to make my own writing better. I really want to improve my vocabulary, too, because I've noticed that a lot of my friends have incredible vocabularies. They'll say a word and I'll say, "Wow, what does that mean?" So now, when I'm reading in the library, whenever I come to a word that I don't know, I jot it down in my notebook, and then at the end of the day I run up to the dictionary and look the words up and try to think about them.

I know that I used to feel that I didn't like to learn through reading, but I think that even if you label yourself that way, other people should never label you as not a reader, because that might change, as it did for me.

Travel Helps Her Overcome Shyness

From Arwen Main (FL):

Up until this year, I felt very shy and timid. I felt so insignificant! I really thought that I couldn't do fun and interesting things until I was an adult. I only had two friends because I was too nervous to just go and talk to someone or to try anything new. I definitely didn't think I could go to Ireland, with which I was and still am infatuated.

My grandparents are retired and travel all over the place, so I told them one time that if they ever went to Ireland, I would pay my airfare if they would take me along. I never thought that it would actually happen, but that's all it took. This past May, we flew to Ireland, the ticket costing me most of my money, but I certainly didn't care. We visited southern Ireland, Scotland, Wales, and England for more than two months. We stayed in bed and breakfasts, saw castles and museums galore, and I received the biggest history lesson of my life. I became comfortable with large crowds and learned to retain my individuality in those situations.

I learned three important things from this trip: how to talk to strangers without going blank and freezing up, to speak up for myself and get exactly what I want (and be polite about it, too) and that anything is possible if you try for it. At other times in my life I have felt withdrawn, and traveling and meeting new people always brought me out of it. This experience has done the most for my self-image.

With my newfound confidence, I am relearning the violin and planning a Halloween masquerade party for homeschooling teens in my area. I wrote this for GWS, something I never thought I could do, and I am learning to contradance. Now I am more outgoing and know I truly can achieve what I want in life. I hope to be a professional writer and to travel to Sweden, Norway, Africa, and throughout the U.S..

A Friend Inspires Him to Write Poetry

From Peter Kowalke (OH):

I've always been an artistic sort. If there was art to be created from a situation or an object, you'd find me busily engaged in its production. I would create my own board games, make my own action figures (using invisible thread, tape, scissors, pen, and a few mills of paper), refrigerator-magnet art, all the classical mediums and then some art that still isn't widely recognized to this day. Able to communicate through my art, I had no burning desire to read or write. If I needed to label an audio tape I had made, for instance, I would draw a picture of my impression of the song or a key element therein. I didn't really learn to read and write until I met a girl at a homeschoolng conference and dared to keep in touch with her.

Let me tell you that there is no quicker way to learn the rudiments and intricacies of writing than when you want to talk with a girl and she is not local. If a letter is your only recourse, I don't care where you are on the grammar hierarchy; letters will be written. Not just any letters, either. You want to impress the person, so a sloppy selection of commas won't make the cut. There was never more than a passing doubt in my mind that I could learn, though. I didn't know that learning to read when I was 10 could be construed as worrisome. Discovering, when I was 13, that you had to indent paragraphs, and thereby suddenly realizing that I had not previously given a thought to the concept of a paragraph, didn't embarrass me for more than a few minutes. I never thought I couldn't learn, so why should I fear English or any other subject, for that matter? Well, there was one I did fear.

Arwen with her grandmother, Kitty Milum, in England

No matter how hard I tried, I could not write even a marginal poem. Heck, what I would have done to compose just a sloppy, ill-conceived poetic work! Oddly, I could not write anything that even resembled poetry. I would toil off and on, taking months between attempts. Many people commented that my prose often flowed almost to the degree of poetry, yet I was unable to build a work with that end in mind.

I began avoiding this form of writing, although I was drawn to all the rest. I didn't like poetry; I didn't understand the poetry I heard or occasionally read; most important, I couldn't compose poetry. A world where I cannot take part rarely captivates my interest; therefore, poetry and my future looked to be bleak companions.

Coming back to my long-distance friend from the homeschooling conference: our relationship continued to flourish. In spite of logic, this girl – now my truest of friends – persisted in inadvertently educating me in the art of writing. She had begun publishing a magazine, to which I was a faithful contributor. In its pages I learned how to write fictional and biographical stories and became acquainted with a fellow artist of all trades, Renee. Her principal skill dwelt in the art of poetry. A fabulous artist and offbeat writer, Ren wrote poetry as an outlet for emotion. Her work was simple and understandable, yet poetic and nearly profound. This awakening to poetry – to the craft and beauty – inspired me to try my hand at writing verse once again. Ren's poetry wasn't high and

208

BEST COPY AVAILABLE

mighty. Her style, while eloquent, was something I was sure I could master. Following Ren's lead, I made no attempt at rhyme, rebuked the propriety in grammar I had amassed, and thoroughly debunked all my notions of what a poem was suppoed to entail.

My first few poems were so far from the gates of poetic work that my mother – an English teacher before my birth and thus far the greatest supporter in my flight from English-ignorant to devoted lover of text – sadly reported that they seemed to be prose, at least in her opinion. I was undeterred. I remember those initial few hours after I had written my first poem, when I simply sat on the floor and reread the "masterpiece," amazed at my mother's audacious claim that it was prose. With my computer, I created a slip-cover, typed my poem, and put it in a binder. I called this my "poetry journal." It was a gutsy move to spend an entire day creating a place to put this poetry I was supposedly going to write. Heck, I hadn't even written two poems yet!

Nevertheless, the first journal is filled and I am now working on a second, some two hundred-plus poems and a year and a half later. Now my poems are enjoyed by most who read them, Ren and I have had a small-press book of our poetry published, and I am the editor of a syndicated poetry service that is distributed to over 150 small-press magazines across the world. My mother also agrees that I write poetry, finally. She has said it's better than anything she could ever do, something I never imagined she'd say. When I think of that comment, I am at last a poet.

Peter's and Ren's collection of poetry is called Diaries: Aesthetic Emotions of Twin Polar *and is available for $4 from Peter Kowalke, 5998 Taylor Rd, Painesville OH 44077-9157. Also available ($1.50 for sample copy) is Peter's magazine for homeschooled and schooled teenagers, called* Nation, *which he describes as "a place to build friendships and maintain old acquaintances in a sincere and altruistic environment of loving and dynamic individuals."*

Who, me? A Clown?

From Nancy Allee (OH):

When my Mom first asked me about being a clown, I thought, "Yeah, right, Mom, you just hold your breath!" I have never liked clowns. In fact, I was afraid of them. On the other hand, making people laugh has always been fun for me, and seeing other people sad has always made me sad.

My parents and I have a family photography business in our home. A few years ago, they started to take pictures of an event called ClownTown. My Mom told me it was a weekend of workshops all about clowning. At the end of the weekend, the clowns would go to the town square for a parade or would entertain at a nursing home.

Yikes! A whole weekend with a bunch of clowns! All that went through my head was, "I don't think so." That would be like trying to overcome your fear of snakes by going into a whole room full of them. I thought that some Bozo the Clown would come up to me and scare the tar out of me.

Well, I went anyway. So many questions went through my head: do I have what it takes to be a clown? Can I overcome my fear of clowns? How can I learn to be a clown? Last but not least, what if I stink?

When I got there, boy was I surprised. I saw people just like you and me. Nobody was in clown make-up. What I found out is that clowns are just normal people. It helped me a lot to see them before they put on their make-up. That weekend 175 people, including me, from about 20 different states learned how to be clowns. It was neat to learn that if you put on your make-up right, it will last all day, even if you go swimming.

When I got to the town square, there were about 140 of us clowns and about ten kids per clown. I have jet black hair which is not all that common in Ohio, so I don't use a clown wig. (I was adopted from Mexico at the age of 3 1/2). One of my favorite stories from that day has to be when a little kid ran up to me and tugged on my hair. Since my hair didn't come off, she then turned to her mother and said, "Look, Mommy, a *real* clown!"

When you put on a clown face, you are creating a whole new personality. You see the world in a different way. You see how with just a smile you can brighten a person's day. You have a new name. You can act wacky and people love you for it. Some people become more outgoing when they put on their clown make-up. I, on the other hand, become very shy, and usually I'm very outgoing. Due to my interest in clowning, my mom got interested in it also. We now sometimes clown together (she is a very outgoing clown).

The moral of this story is: if you are afraid of failing at something, at least try to do it, because the world is not full of "Bozos" out to get you. Trust me.

Changing Dance Classes

From Candra Kennedy (KY):

I used to take a dance class and I thought I was the worst dancer there. All we did was work on recital pieces, and when recital came all we did was wear itchy costumes and dance Las Vegas show girl dances. The teacher had an award called Dancer of the Month. When you get Dancer of the Month, you get your picture put up and you get a trophy. I wanted to get it so bad, but I never got it. The way to get it was to work hard at dancing and to not chew gum during class and other such stuff. I thought I had it made, but I didn't.

One day the teacher said to my mom, "I'd like to give Candra Dancer of the Month, but she just doesn't work hard enough at her Tap." Tap! I didn't like Tap that much and I only took it because it was recommended.

Then in the spring of 1994 I took a workshop with a new teacher. I loved it. In the summer I did a dance camp with the same teacher. All the girls at the dance camp were older than me – I mean lots older. The youngest was 14, and I'm 11. I hardly knew any of the steps, but they didn't laugh and were all very nice and helpful. In those five days I felt like I'd learned more than I had in the three years in

the other class. When fall came, I decided to take regular classes with this teacher, and I still danced with the older kids and learned more every day.

This fall, I have started to take classes with kids more my age, and they too are great friends. It's loads of fun. I love dancing at this studio and I plan on dancing there for a long time.

Candra's mother, Leslie McColgin, adds:

When Candra switched to the new program, the teacher decided to put her with the advanced class, which surprised me. One of the mothers of a girl in that class recently asked me if Candra hadn't been frustrated being in that class last year. I was amused, because quite the opposite had been true. It reminded me of John Holt's description of playing the cello in a chamber group where he was often far below the skill level of the other musicians, yet he loved the experience. The same was true for Candra; dance went from being her least favorite lesson to being her favorite activity. She was so proud to be dancing with the "big girls" and she just plunged in and tried everything. I don't think all children would react this way, though. There is a boy a year older than Candra who takes violin from the same teacher she does, and this year the teacher wanted him to play in a university string orchestra even though it would be a little beyond his present abilities. He absolutely hates it because he can't do it perfectly. He is suffering through it to please his teacher and mother, I guess.

Daring to Give a Speech; Learning to Feel Smart

From a reader who asked to be anonymous:

I was homeschooled for my whole life, and for three years I was in the music program at the high school also. When I was in that program, people who didn't know me very well constantly kept saying how quiet I was. Other students told me that the music teacher was opposed to homeschooling, and I could feel by the way she acted toward me that she was prejudiced against me because I was a homeschooler.

Every year the marching band has try-outs for new drum majors and color guard captains. It's required that everybody tries out. You have to write a paper on why you think you would be good for the position, and you have to have an interview with the teacher and give a speech in front of the class.

I was scared out of my mind to give the speech in front of the class. This wasn't the sort of thing I had ever done or ever thought I would feel comfortable doing. I decided that I might as well write the paper, though, and I talked to the teacher and asked her if I even had a chance of getting the position or if I was just wasting my time. She basically told me that I didn't have a chance because I was homeschooled and because I was so quiet (she blamed my quietness on my being homeschooled). I told her I wasn't even going to try, in that case, although I did hand in my paper for her to read.

Then the marching band began to plan the annual winter banquet. The job of thanking the parents who had helped out during the year always fell to one of the seniors. This year there were only three of us, so one of the color guard captains asked me if I would make that speech. I was really scared, but this time, part of me wanted to do it. I felt I needed to prove to the band director that I was capable, and I also wanted to prove it to myself.

I asked my mom if I should do it. She knew I had never done anything like it before, but she told me she believed I could do it but also that if I changed my mind about it later, it would be OK. The other girls told me they knew I was shy and if I felt it would be too hard for me to make the speech, one of them would do it for me. I was really leaning toward doing it at this point, and I practiced what I was going to say with my mom and dad.

When the night of the banquet arrived, there were at least 100 people there and I was very nervous. I really can't remember much about what happened during my speech. Everything sort of went blank in my mind. But after I had finished, many of my friends and my parents said I had done very well. It bothered me that my teacher, the band director, never came over to me to acknowledge that I had done something she knew was very difficult for me. Still, I learned that I could give a speech in front of people even though it was difficult, and, although it took me a while to realize it, I learned that I don't need someone else's approval. What really matters is that *I* can feel good about myself for taking a chance and trying something I never thought I could do. Now that I am in college, I have to get up in front of the class all the time, and I really don't mind it that much.

College has given me another chance to do things I never thought I could do. Throughout my homeschooling, I always did excellent work at home, but I was getting really bad grades (C's and D's) in the music classes that I was taking at the high school. At the time, it didn't bother me, but I always heard from the other kids that I was stupid because I was homeschooled (they never knew what I was getting for grades, it wasn't that, but they made the comment anyway). Most of the time they were just joking, but it got to be extreme, and after a while, it really started to get to me. I began believing that I really was stupid. I remember I used to get extremely depressed over it. It seemed like during that time I was always crying because I thought I was dumb. My family and my close friends used to reassure me that I wasn't stupid, but it never made me feel better.

I was really scared when it was time for me to go to college. I was scared that I was never going to make it and that my grades were going to be terrible. I'm now in my second year of college and I've been a dean's list student since the first semester. I feel proud of myself now when I see the wonderful grades I'm getting. Now I see that I'm doing something else I never thought I could do. ◆

A Conversation with Frank Smith

[SS:] We were very interested to see that Frank Smith, author of *Reading Without Nonsense* and *Insult to Intelligence*, wrote an article called "Let's Declare Education a Disaster and Get on with Our Lives," which appeared in the April 1995 issue of the *Phi Delta Kappan* (an education journal). The article says so many things that GWS, John Holt, and homeschooling families have been saying for years. We were intrigued to discover that Frank Smith had written such a piece for an audience of people within the school system and that it was, as he later told us, very well received.

Rather than simply excerpting from the article, I've decided to try something a bit different. I had a conversation with Frank Smith based on questions and thoughts that I saw as arising from his essay, and what follows here is an edited version of that conversation. I've excerpted from his original article in several places so that readers can understand what we're referring to.

The article opens:

I have a serious suggestion to make. We should stop worrying about the problems of education, declare it a disaster, and let teachers and students get on with their lives. The trouble with the endless concern over "problems" in education is that many well-meaning but often misguided and sometimes meddlesome people believe that solutions must exist. They waste their own and other people's time and energy trying to find and implement these solutions. Typically, they try harder to do more of something that is already being done (although what is being done is probably one of the problems).

However, if education is a disaster, then it is not a collection of problems to be "solved," and trying to "improve" what we are already doing will only make the situation worse. You don't find solutions to disasters – you try to extricate yourself and other people from them. The way to survive a disaster is to do something different.

When the *Titanic* hit the iceberg, the people aboard had a problem: the vessel was leaking. They could have tried to solve this problem by making the ship watertight again and continuing the voyage. But when the *Titanic* began irrevocably to sink, they had a disaster. They had to try to get everyone away in lifeboats – something they could have done better had they turned their backs on the problems sooner and concentrated on saving themselves and one another.

Our conversation begins:

It's a nice coincidence that you use the metaphor of a boat, because John Holt used it as well, in a letter he wrote in 1973. He wrote that rather than just trying to patch up the holes in the existing boat, he felt he had to devote at least some of his energy to thinking about "what the design of a much less leaky boat might be." He said we had to consider that it might not be merely a matter of fixing *the schooling boat, because maybe "the whole design is wrong." Do you see it that way as well?*

I don't see it as being designed wrong, because I don't see education as *designed* at all. I think it's just patched together, without any unifying idea behind it, and of course most attempts at school reform are just patched together as well.

Well, maybe the word "design" implies intent, and you're saying that you don't see it as having someone's intent behind it, but how about if I say it like this, that schooling is based on a certain set of premises about learning that may just be fundamentally wrong?

Yes, I very much agree that school is based on a false theory of learning, a theory of control, and this is not in fact how people learn. When I talk about how I believe children really do learn – based on interest – the typical response that I get is that yes, this is right, it's common sense, but it isn't the way the school system works. People feel that the system is greater than they are, which in a way is true. There is still a feeling that the only way out, the only way to change things, is *through* the system. I don't think that's necessarily true, and

that's clearly where I and the homeschooling movement are in agreement.

You say in the article that teachers should try to save themselves and the students from the educational system. This interests me very much, because it seems to imply that teachers will sometimes have to speak up and make changes that they believe are necessary.

The question is, what should teachers do? Well, I always say, first they should change the world. Of course, people then ask, how can they possibly do that? I answer, a little bit at a time. And how do you do that? Well, you do what you can, in your own part of the world, and you can only do it with support – from other teachers, from parents, from students, from the principal if you can get it. Teachers have to demonstrate that there are lifeboats, that they can save themselves and the students from the system.

And if you feel you can't make any changes, the one thing you can do is be honest with your students. At least you can talk about what you think is really going on, what is getting in the way of what you want to do, and so on.

In my experience, the teachers who are doing especially well at changing education are in fact changing the educational and social climate of the schools by taking students out and by bringing other people in.

It's interesting to think about where homeschoolers fit into this, because homeschoolers feel themselves to be on the lifeboats already, in a sense, and so different kinds of questions arise. For example, in GWS a few years ago, a reader raised the question about what were homeschoolers' obligations to schools, to the people still on the ship. When you talk about taking kids out of school and bringing others in, I think about homeschoolers' experience with helping kids find apprenticeships, for example.

It should be possible for homeschoolers to offer something in this area, but one needs to have some foundation for collaboration, and I imagine that homeschoolers and schools could have conflict over some of the things schools do. Still, since what really promotes learning is interest and experience, it would seem to me that people from outside the school system could do so much to interest children in various activities and to provide experiences that school doesn't usually provide. If more people would come into schools, or help children spend time outside of them, and if these people would demonstrate what they do and display their own passion for it, I think that would be a way of offering what school cannot possibly offer under the usual circumstances.

You say, "All [children] may not learn at the same time, at the same rate, or even with the same enthusiasm. But such individual variation is inevitable, and we must recognize and accept it." This is something homeschoolers talk about a lot, but I wonder: what would it mean for schools to recognize and accept this?

This comes back to the idea of changing things a little at a time. A first step is simply teachers recognizing that children learn in individual ways – which they actually know anyway, but I'm talking about giving them support for the idea that this is natural and normal, that it's certainly not their fault. But then, any change that involves acting on this recognition is going to be political. Teachers would have to point this out to the principal, to the school board, and they'd need the support of others, which again is where homeschoolers could be helpful. In fact, everybody *knows* that children learn at individual rates, but they suppress it, they say, "Well, that may be true, but this is how school works." Yet potentially, an administrator could make things easier for a teacher by saying, "You're right, children do learn at individual rates, so I'll get off your back as much as possible about trying to have them all learn at the same time." The administrator can either help and protect the teacher, or be the conduit through which pressure is applied on the teacher.

We printed a piece in GWS by a teacher who talked about encouraging other teachers to fight against testing, for example, if they believed it was actually hindering kids' learning rather than helping it.

When I meet with groups of teachers, I often ask, "How many of you are against testing?" and all the hands go up. I say, "Just look at you: wall-to-wall opposition to testing!" Then I point out that everywhere I go, I meet teachers exactly like them. Teachers are almost universally opposed to testing, so they ought to be able to do something about it.

Why don't they?

Because they don't all raise their voices at the same time. They don't organize over this issue. Teachers tend to shut their doors and do what they can in their own classrooms, and they're often surprised to learn that other teachers feel the same way about issues like this. Also, teachers are taught not to respect their own judgment, not to make their own decisions. They're taught to be the people who carry out the programs – people who implement policy rather than people who create it. Quite definitely, teacher education is a disempowering process, but the only way this is going to be changed is by teachers themselves taking action.

I don't think argument changes anybody's mind, but one idea is to try to work with teachers in adjacent classrooms who may not agree with what you're doing. Invite those

School is based on a false theory of learning, a theory of control, and this is not in fact how people learn. When I talk about how I believe children really do learn – based on interest – the typical response that I get is that yes, this is right, it's common sense, but it isn't the way the school system works.

teachers in and try to help them see what you're doing."

You make another analogy in the article. You say:

"I know it will be argued that learning is the entire purpose of education, but that doesn't mean that it should demand all our attention — or even most of it. Learning is an outcome, not a process, and if we focus only on the outcome, then we can easily get the preconditions all wrong. Let me start with an analogy. We are concerned that children should grow physically ... and that their body temperature should stay close to a healthy 98.6 degrees. These are desirable outcomes, but in raising children we don't continually focus on the achievement of those states of affairs. We don't stretch or shrink children to ensure they are the right size, nor do we constantly warm or refrigerate them ... We are more concerned with clothing and nourishing them properly. Our concern should always be with those conditions in which growth is a natural and inevitable outcome. Learning is simply an outcome, even a by-product. It is a consequence of experience ... that is meaningful, that we can participate in and relate to ourselves. ... We should concentrate our attention on the kinds of experiences that students have in schools, not on what they learn. Learning comes with doing sensible and interesting things..."

I think this will resonate with many of our readers, and I wonder if you can say something more about what those conditions are, in which learning or growth is a natural, inevitable outcome.

The conditions exist when learners are surrounded with interesting people and interesting opportunties. I don't think you can specify what exactly will constitute an interesting experience. I would say it's more a matter of what you take for granted – for example, taking for granted that children are going to learn in any situation in which they're interested, and therefore not worrying too much about whether or not they're learning. The adult world, to children, is full of intriguing secrets. Their typical response is not to disregard what grown-ups do but to find out about it. If it looks at all worthwhile, they'll try to emulate it, and often go farther with it than we do.

It's easier to be specific about what the opposite of a nourishing environment would be: a place where everybody is required to focus on just one thing, where no distraction is permitted, no individuality is permitted, no flexibility of timetable is permitted, and where students feel the pressure of having to demonstrate what they've learned right away.

In terms of what kind of teaching is helpful, it depends on what you think teaching is. These days people tend to think that teaching means conveying information, whereas I think of teaching as facilitating: setting an example, bringing somebody in, showing a possibility. What teachers do, in school and out, is demonstrate what is done, why it's done, and how they feel about doing it. If we're interested in things ourselves, if we can demonstrate good reasons for doing those things, that, as far as I'm concerned, is a nourishing environment. ◆

Clonlara...Home Education In A Class By Itself

CLONLARA SCHOOL HOME BASED EDUCATION PROGRAM

Clonlara School Home Based Education Program is one of a kind. It provides home educating families with a comprehensive, innovative program, offering parents and their children choices galore.

Clonlara School gives families:
- peace of mind
- fully-functioning private school
- help in designing and operating your program
- counseling and guidance
- a subscription to The Learning Edge Newsletter

Pat Montgomery, Ph.D
Director

Clonlara serves all age ranges - early education through secondary.

For more information-

Clonlara School
Home Based Education Program
1289 Jewett Street
Ann Arbor, MI 48104
(313) 769-4515

213

BEST COPY AVAILABLE

Watching Children Learn

Clouds and Volcanoes

From Karen Raskin-Young (AZ):

Sometimes a strong and lasting interest can pop up seemingly out of nowhere. This happened to Jeremy when he was 6 and we were on a backpacking trip. For several days, we camped beside a lake high in the mountains. Every afternoon my husband Bill would look up into the sky and comment on the clouds and the possibility of rain. After two days of this, Jeremy was totally hooked on clouds. He studied them and asked Bill a myriad of questions. When we got home, I searched out cloud books in the library and in new and used bookstores. We read some and were especially pleased when we found one that clearly addressed what Jeremy really wanted to know: what each different type of cloud formation meant and what it was called. We made charts of clouds so we could keep them for reference. This perhaps six-month study was prompted by offhand remarks but it absorbed Jeremy in a satisfying way.

Recently, this kind of interest has cropped up again. We have moved to a place where there are volcanoes, and when Jeremy (now 11) heard this, he was concerned. He wanted to know if they were dormant and again began peppering Bill with questions, this time almost fierce ones. We found a museum with a relevant geological display and Jeremy has spent absorbing hours in it, trying to understand every detail. Our local newspaper has published a recent series of articles on volcanoes by a resident geologist, and Jeremy has read every one, often struggling with and making sense of material that's difficult for me to understand. Along the way, he has also become interested in reading the newspaper. As a result of the information he's gathered, rather than being afraid of volcanoes he's now enamored with them and loves viewing them from every angle.

On our earlier trip here, before we moved, we viewed the IMAX movie on John Wesley Powell and his exploration of the Colorado River. Jeremy's interest was totally captured. He searched the library for books on Powell. When one book covered only his explorations, Jeremy searched until he found a book on Powell's life, especially his childhood. Though this book was written in a somewhat confusing way, Jeremy stuck with it for weeks, often stopping me wherever I was to relate interesting information he'd discovered.

Because of Jeremy's interest, we made a day trip to the Grand Canyon. Jeremy realized we were actually hiking on mountains and seeing views that Powell had seen. The crowning moment was a one-man show that we'd made the trip especially to see. Jeremy had the feeling that he was seeing Powell himself in person. As the performance progressed, we listened very carefully to be sure of the accuracy of the information, and Jeremy was very pleased to discover that it mostly matched his research. We discussed occasions when the playwright took liberties with the truth and portrayed Powell in ways that were not true to his character.

Afterward, we got a chance to meet and talk with the actor who portrayed him. When he learned of Jeremy's great interest, he directed us to some books for further research and to a relevant museum in a nearby state, so Jeremy's search for Powell has not ended.

Raising a Bilingual Child

David Carlson (MI) writes:

I was born and raised in the U.S.. I studied linguistics in college and then lived and taught in Japan for a number of years. Currently I teach college-level Japanese and English courses in Michigan. My wife, Keiko, is Japanese. She majored in English and education at a Japanese college, did her graduate work in linguistics in the U.S., and trained as an interpreter. She now teaches at a Japanese elementary Saturday school and also works as a translator and interpreter.

For both of us, bilingualism has been a very enriching experience. We have one daughter, Emily, who is 6 and a dual-national. For Emily's first two years, we lived in the U.S.. We then lived in Japan for two years. Now we plan to stay in the U.S. as Emily grows up, though we hope to be able to make periodic trips to Japan. Since Emily was born, we have consistently followed the "one-parent one-language approach" (Keiko uses only Japanese and I use only English) in talking with Emily. Between ourselves, however, my wife and I use both languages. Our area has a large Japanese community so Emily can regularly use both languages in a varieties of settings and contexts.

One of the big advantages of homeschooling has been that Emily has avoided the imbalance that would occur if she were schooled in only one language. Formal schooling has drastically altered the pattern of bilingualism among the other Japanese-English bilingual children we know. English becomes the language of daily study, with an increasingly complex vocabulary and structure, usually at the expense of Japanese, which is relegated to the role of home language. Japanese stagnates or becomes increasingly weak. In an

effort to keep the child's Japanese functional, parents resort to private tutors or Saturday Japanese school. Yet despite such efforts, there are factors beyond the parents' control which pull the child in the opposite direction. Most damaging seems to be the negative attitude toward bilingualism found in the greater community, particularly in the schools.

For instance, many teachers hold stigmatized views of children who come from non-English-speaking cultures, and the historically negative and even hostile attitude of professional educators in the U.S. toward bilingualism has been well-documented.

One common concern among educators has been that bilingualism is a burden on children and that learning both languages from birth somehow retards language development. Another strange notion many educators hold is that simultaneous bilingualism can produce impaired intelligence and emotional problems. Research doesn't bear out these notions, however, and recent research has even suggested that bilingualism may have positive effects on cognition and personality.

Yet for a child attending school, it takes only one encounter with a teacher who holds negative opinions about bilingualism to crush the child's desire to use both languages. Peer pressure can be just as damaging. One of our daughter's bilingual playmates recently asked her mother to stop speaking to her in Japanese as it embarrassed her in front of her classmates.

Homeschooling, on the other hand, provides us with a very positive environment for our daughter to acquire two languages simultaneously. With both parents actively involved in Emily's education, there are many opportunities for us all to experience and discuss things together – often the very same things – using both languages. People often say that it would be an impossible ideal to have a completely balanced mastery of all aspects of two languages since it would be difficult to experience each and every life situation thoroughly in both languages. I believe we actually come very close to this ideal many times each day.

At 6, Emily is a very balanced speaker of two native languages and I see no reason why she should not remain bilingual as she continues to learn, using both languages, in a variety of contexts each day.

How She Teaches Herself

From Mary Jo Larson (MI):

During this past year, if I ever lost sight of the "trust" guidelight, Elizabeth (6) reminded me in a hurry. A few times I have tried to make something "educational." Elizabeth will either stop me, saying, "Mom, Mom, I don't want to know about that right now," or she will soon start doing something else that interests her more. Meanwhile, she has taught herself to read proficiently, to handle a certain amount of math and computation, and to use a calendar.

Giving her her own calendar was one of the best things we did this year, in fact. At the beginning of the year, she wrote in every single day anything we knew would be happening – when I am working, when her dad is working, what days she can watch TV, when we go on vacation, etc. She now knows all the days and months in order, when the holidays are, when the seasons change, and the phases of the moon. We didn't do a thing except give her the calendar. She is already working on her 1996 calendar.

When I tell people that we are homeschooling, they always say something about how much work it must be. In a similar vein, during the summer they ask whether we are "lightening up on her" now that it is summer. I try to tell them that there is nothing to lighten up on. I can't stop her from reading or working with her calendar or any of her other activities. She always does what she needs to do. If we had to work out her curriculum and make her learn, it would never work for us. We would be burned out in no time, and she would not cooperate. I have found that my work consists mainly of paying attention to what she is doing so that I can gauge what resources might be of interest and use to her at that time. This requires some familiarity with what resources are available, which is where I spend most of *my* homeschooling time. I enjoy the research immensely, though, so it is not a burden. I'm having at least as much fun as Elizabeth is.

Joining the Circus

Jenny Boas (FL) writes:

I'm 14 and have been homeschooled for about six years. Ever since I was 10, my main hobby has been circus skills, things like juggling, unicycling, etc. Over the past few years I have become quite a good juggler. When I was 10, my father taught me to juggle, and now I am better at it than he is. I have gotten to the point where I can keep five balls in the air at the same time.

This summer I had the opportunity to go from where I live in Florida to Rhode Island to be part of a real circus. My family has a friend who lives in Rhode Island, and he asked me if I would like to come and stay with him and his family and be a juggler in the circus that he was producing.

In April I boarded an airplane for Rhode Island. I had flown by myself before but had never been away from home for more than a month. There were people at the circus from all over the world. Everyone was very nice and it was really interesting to hear all the different languages that the people were speaking. There were two people whom I especially liked, from Canada. One of them spoke French and English and the other spoke French, English, and German. I thought that was really neat and it inspired me to start studying other languages when I got back home.

There were about nine performers in the circus – trapeze artists, acrobats, stilt walkers, clowns. There was even one other person who could juggle five balls. He and I would have contests to see who could go the longest without dropping a ball. It was great to have all that competition and my juggling skills improved immensely.

I was the youngest person there, but no one treated me any differently because of my age. We were all there to have fun. The circus was a great

experience for me to be on my own doing something that I really like. It kept me so busy that I didn't even get homesick, although I did look forward to being on the phone with my family and telling them all the exciting things I was doing. In fact, I had such a good time that I ended up staying for an extra two weeks until the circus ended.

I think that when I was away from home without my parents it gave me a chance to become a more mature, self-reliant person. I am so glad that I am able to pursue things that I am interested in and that my parents allow me to take advantage of opportunities like this, even when they take me away from home. I think homeschooling is a great preparation for grown-up life because it lets me be and learn in the real world and it gives me chances to pursue things that I don't think I would have the time for if I were in regular school.

Working on a Dairy Farm

From Kirsten Rowe of New York:

Less than a year ago, I had never seen a dairy cow up close. While it may seem comical to those who are involved with the dairy industry, in my benighted state I didn't even realize that male cows are nonexistent. While my early misconceptions are embarrassing to me, I can look back and realize how far I've come in this last year.

I started to homeschool two years ago, when I was 16. I found out about homeschooling through the book *Real Lives: 11 Teenagers Who Don't Go to School.* My parents were a little apprehensive about the idea, but for the most part they thought it would be a good experience for me. I had always wanted to try homeschooling, but I hadn't thought that I could do it because both my parents work. We had never thought that I might be able to teach myself.

When I started homeschooling, the summer before I would have been in eleventh grade, I thought it would be neat to try spending three weeks on the dairy farm that family friends owned in Earlville, New York. I had lived in Ithaca my whole life, and I only saw these friends when they came to visit us; I had never seen their farm.

I found farm life to be completely different from the suburban life I grew up in. When I got to the farm, the farmers told me about how they get up at 4:30 in the morning, and when I asked them about days off, they looked at me strangely, saying that they didn't get days off.

Nonetheless, I became enamored with life on the farm. The births of the calves were breathtaking to me. I loved feeding the calves and bedding down the heifers in the barn. Seeing the milking operation was also intriguing. During my visit I became even closer with our friends, and they invited me to live on their dairy farm as part of my homeschooling experience.

This farm is a 480-acre registered Holstein farm. We milk 80 cows and grow our own replacement heifers. My main jobs are feeding at the heifer barn and cleaning the horse barn. I relish the time I spend with my 6-month-old registered Holstein calf, "Hop Along Cassidy."

Though it's been an incredible year and a half, the plan does have its disadvantages, including the separation from my best friends in Ithaca. I try to get back every other week so that I can see my friends and go to parties. All of my friends from school think it's so cool that I just moved to a dairy farm on sudden impulse like that.

One thing that was hard for me when I moved to the farm is that "organized clutter" of any sort is not allowed. I like to spread out papers and work on them and come back later. I quickly had to change my ways. It was also different for me to be around people all the time. Two families live on the farm and their extended family lives in the same town, so the main farm house is always bursting with people. I grew up as a latchkey kid with both parents working, and I always spent a lot of time by myself. Now, I sort of like being surrounded by people.

When I wanted to be able to share my growing excitement and knowledge about the dairy industry, I ran for the '95-'96 position of Chenango County Dairy Princess. Since winning this position, I've made many presentations at schools, camps, day care centers, senior nutrition sites, retirement homes, and area clubs. One big project involved producing a documentary on osteoporosis. I've learned a lot about this debilitating disease through the research I've done. It has even made me rethink some of my own dietary choices, and I wanted to be able to share what I've learned with other kids. As a teenager myself, I know that teenagers aren't always open to suggestion, so I decided that instead of standing in front of a class and spouting out facts, I could better reach kids through a documentary that could put a face on the disease.

I found a video production company nearby that was willing to film and edit the documentary at cost to them. My parents and I made up the remainder of the cost. I filmed interviews with people and spent a lot of time working on the editing. Then I decided that before the title page, I wanted the image of hands breaking a bone. I went to the pathology lab at

Cornell University and was able to obtain the femur of a dog who had actually had osteoporosis. So, being a dairy princess has taken me to all sorts of places.

In conjunction with my dairy princess activities, I will be going to Honduras in November. The group I'm going with is called Heifer Project International. We will be giving area families a cow and asking that they pass on their cow's first born heifer to a neighbor. Because the villagers are new to farming, we will be building a milk dumping station and teaching the people how to care for and grow food for their animals. In the area where I will be going, 75% of the children are severely malnourished. The milk they will be able to get from the cows will drastically help to improve their nutrition.

In addition to my dairy activities, I'm a big sister to a 9-year-old girl born with severe alcohol and drug syndrome. I'm also a soccer coach for a travel team of 8-10 year olds. One thing that was hard about deciding to homeschool was missing out on school sports. I loved playing soccer, but have been able to get much of that satisfaction from coaching.

Ideas for Studying Psychology

[SS:] About four years ago, Tabitha Mountjoy (MO), then 15 or 16, wrote to me saying that she was interested in studying psychology but had been disappointed with the courses she had taken at the local community college. She had some questions about options for full-time college enrollment, and she also wanted ideas about how she could study psychology without going to college. After talking about college for a bit, I wrote:

... I want to backtrack, though, and talk about some things that you can do right now, because here is where I feel able to be most encouraging. You are already very good at reading on your own, and there's no reason you can't keep doing that. If you found someone, or a couple of people, who could make some suggestions about what to read, and perhaps be available so that you could ask questions or discuss what you had read (which I know can be important), that might go a long way.

One possibility – and this will have other benefits too – is to get to know a psychology professor, either at a local university or elsewhere. In GWS #82, Amber Clifford (also in Missouri) writes about how she found an archaeology professor who was willing to help and advise her. If you find someone like this, the relationship may give you what you need right now, and you may find that you don't need to take courses per se. Try writing to professors and explaining what you're looking for (if you're not sure about how to do this, let me know and I'll go into it in more detail). Once you are interested in a specific person and a specific person has taken an interest in you, opportunities may begin to open up. Such a person may help you get the right to take or audit a particular course, and may be able to give you a good idea of the various options you have (college or not, etc.), and help you weigh the pros and cons, decide what you are willing to put up with and what you aren't, and so on.

The next part of my thought about what you might do right now has to do with getting out there and doing some work with actual people, which is of course a big part of working in psychology. Here's where I need to ask you questions, though: I need to know even more specifically what interests you about psychology, what you imagine yourself *doing*. Well, if you aren't sure about the answer to this, that's OK too, but my point is that it's an important question, and one that you can get to work answering for yourself even without going to any kind of school. I asked a psychologist friend of mine about this, and she said that she thought it might strike people as a bit peculiar to have a teenager working with troubled teenagers, so that that might be the hardest (although who knows; there might be situations in which this would make sense and work well). But she said she could imagine lots of volunteer opportunities in, for example, mental hospitals, homes for disturbed children, halfway houses – this just gives you some idea. If you *can* tell me anything more specific about what interests you, I in turn can get more specific about the possibilities. But, again, even if you don't have your interests narrowed down, it seems very likely that doing some kind of work in this area would be stimulating and would be a good way to get some idea of what you especially like and want to do. Also, as you begin to get out there, working, you will meet other people who are doing similar work, and you can find out from them how much schooling they needed to do what they're doing. You may find that there are ways over or under or around various requirements, or, on the other hand, you may gradually develop such a clear sense of what you want to do that you decide you are willing to do whatever is necessary to be able to do it, including going to school.

So I want you to feel that there are lots of possibilities for you right now, lots of ways to explore your interest and figure out how you want to proceed in the next few years. Another homeschooler I know has a friend who was thinking of working at the Option Institute, which was founded by Barry Kaufman (who wrote the book *Son-Rise*, about his autistic son). I think they do some interesting work, so you might look into that. And Elsa Haas, who used to work here and is now in Spain, spent some time in England working with Rachel Pinney, who wrote the book *Bobby*, which is about an interesting and unusual way of working with autistic children. Elsa simply wrote to Rachel Pinney, told her she had loved the book and was fascinated by the work, and asked if she could come help out in exchange for room and board. Rachel invited her to come ahead, and Elsa went to England. So if you can find people who are doing work that fascinates you, this sort of opportunity may arise for you as well, one in which no one will worry about school credentials.

Tabitha ended up working at a mental health crisis hotline, and she described that work in her chapter of the book Real Lives. *I hope that if others are interested in psychology or similar fields and are stuck about what to do besides take courses, they may find some ideas, or ways of thinking, in this list of possibilities.* ◆

Homeschoolers in College — Understanding the "School Mentality"

Jamie Smith, a homeschooler now in college, wrote in the newsletter of the Maryland Home Education Association:

Now that I've experienced two whole semesters of college, I'm beginning to get more comfortable with the school set-up. I've discovered that homeschooling has more than prepared me for higher education, just as it has for many others. However, I've also discovered how easy it is to slip into the "school mentality."

I sometimes forget that the reason I'm at college is to learn, not to earn the best possible grades. I used to laugh at my formerly homeschooled friend when she would complain that she only got 98 out of 100 on a test, but now I find myself doing the exact same thing.

Perhaps part of the problem is caused by homeschooling. Although the social environment has become much more friendly toward homeschooling, many homeschool graduates feel they have more to prove than those who "did their time" at school. Could it be we think we have to be better, smarter, and more beautiful than everyone to be accepted by mainstream America?

No one should feel he or she has to outperform the majority, whether that majority is students, employees, or some other group. All people have areas in which they excel and areas in which they struggle; pressure to be the best in every part of life only results in stress, feelings of inadequacy, and depression. In addition, pressure from within or from others can cause a lack of desire to do things that might not be successfully accomplished. However, what exactly constitutes success? Is it an A in Biology, or is it becoming interested in science and adding new information to the data base in one's mind? Is it landing a prize job or enjoying an entry-level position? Success is relative, and what is important is *your* definition of it, not someone else's.

What I've learned from my experiences at my community college is not to let the "school mentality" take over my perception of learning or any other life pursuits. As long as I can remember the real goal in life – to learn for the joy of it, and to live for the love of it – I know I'll be happy.

CBSI 486 Computer Included

Earn $4,000 Per Month Performing Needed Services For Your Community From Your Home With A Computer!

Begin part-time and still retain the security of your present position. You do not need to own or know how to run a computer. If you purchase our software and training material, you will receive a computer at no extra cost. If you already own a computer, we will give you a discount. We have been in business 14 years and have developed over 25 services you can perform for your community. You will be assigned a program advisor who will help you start the programs that will fit your background.

Start now and build a lifetime business from your home that will benefit you, your family and your community.

To receive free cassettes plus color literature, call toll-free:

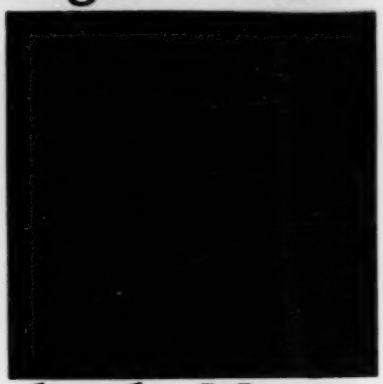
1-800-343-8014, ext. 58

Or Write:

Computer Business Services, Inc., CBSI Plaza, Ste. 58, Sheridan, IN 46069

BEST COPY AVAILABLE

Original Classics



by the Master

"I can't think of a better way to gather a family together. . .than around the sweet genius of this man." - The Boston Globe

For a free brochure of

Jay O'Callahan's

stories on audio cassette,
call 1-800-626-5356.

Cambridge Academy

Your bridge to success

Cambridge Academy is the bridge between creative home education and the demands of today's structured world. Academics and electives prepare students for college, further vocational training, and the workplace.

Discover the Cambridge approach to homeschooling, where students can choose to complete any study, activity, or project at home and earn elective credit. Our staff will help students develop and implement their own learning plan. Experience personalized service that's second to none.

- grades 6-12
- accredited diploma
- grading/record keeping
- toll-free tutoring

Call 1-800-252-3777
for your free video and catalog!

1111 S.W. 17 STREET, OCALA, FL 34474

We sent Jamie's essay to a few other homeschoolers who are now in college. Dawn Shuman, now at St. John's in Maryland, responded:

I agree wholeheartedly with Jamie's idea of the "real goal in life – to learn for the joy of it, and to live for the love of it." I am now a sophomore in college, and I have found that if I keep to that idea, I *am* happy for the most part. I think I've had less conflict about living that way than Jamie has, because St. John's is a rather unschoolish version of a college in many ways. Grades are given here, but not on everyday papers and homework, just at the end of the semester. Also, they aren't reported to students unless we ask to see them. Instead, at the end of each semester each student has an evaluation where the teachers (we call them tutors) tell you how you have done in class. Last year, my tutors were extravagantly complimentary. At the end of the session they asked me about my homeschooled education and conveyed their compliments to my parents on how I'd turned out! Naturally enough, this made me very happy. However, it was also kind of scary, because I don't really see myself as the perfect student. What about the other students? I learned from most of the people in my classes, not just from the tutors.

I do agree with Jamie about the need homeschoolers feel to be good, better, and if possible, best. I do feel a certain amount of glee when I read in newsletters and magazines about nifty things homeschooling kids have done. But I'm pretty sure that my success in my classes has been due more to how I learn, as a former homeschooler, than to any sense of one upmanship on my part. I have some really different attitudes from those of many (but not all) of my classmates. I was never taught to learn in order to please a teacher. St. John's makes a big deal of how the tutors are students, too, who just happen to have 20 years' more experience with what you're studying than you do. It is deeply ingrained in me that a teacher is someone who can help *me* figure out *my* questions. I think a lot of people who grew up in schools think of teachers almost as minor deities who must be appeased. That kind of attitude is detrimental to real joy in learning. It is detrimental even when it is somewhat accurate. There *are* bad teachers in the world, or at least seriously misguided ones, and there are systems which overwhelmingly encourage dependence on grades. St. John's has Friday night lectures by resident and visiting academics. A few weeks ago an alumnus visited and spoke about how he felt we could make our classes better. Basically, he proposed that we apply performance standards (with a scoring system) to each person's participation in class. I was very relieved to discover that almost no one in the audience thought this was a good idea. The speaker said at one point that he knew he sounded as if he was applying K-12 standards to college students, but that he really believed it would *improve* the quality of learning in our classes.

After the lecture, there is a question-and-answer period. I told him that I thought the kind of K-12 standards he was talking about would be unhelpful even to K-12 students because people learn best when their processes of evaluation are almost entirely internalized, or self-regulated. He didn't really respond to me – he wasn't really responding to anyone's questions – but a lot of people in the room seemed to be in agreement with me.

So, like Jamie, I believe it's very important not to let the "school mentality" take over my life here. I have also learned how fundamental a part of my life my educational philosophy is. I suspect that a lot of homeschooled kids may have educational philosophies which are just as strong as mine, although they may differ in content. Jamie wrote, "Success is relative, and what is important is your definition of it, not someone else's." That is very true. It reminded me of something I wrote for the speech I made for my homeschoolers' graduation ceremony. I said, "We are different, and we always will be different [from schooled kids]. But different doesn't mean better or worse." What different means is different, and being different has meant that I have had a fresh perspective to offer people here at college. ◆

BEST COPY AVAILABLE

Resources & Recommendations

Outdoor Programs that Welcome Homeschoolers

Hulbert Outdoor Center

In GWS #75, Wanda Rezac wrote about the Hulbert Outdoor Center in Vermont. Now Sarabeth Matilsky (NJ) writes:

For the past five years, my brothers and sister and I have been going to Hulbert Outdoor Center, along with several people from our homeschooling group. It is a really neat place. From September to June they offer five-day programs for school groups. Twice a year, in September and March, they offer the program for about fifty homeschoolers aged 9-15. People come from all over the New England area, New Jersey, Pennsylvania, New York, etc. One family comes all the way from Texas, and one boy travels by train from Canada. Interested parents can come as chaperones, to help during the daytime and in the cabins at night. It's a good option if someone is traveling a long way and the parent doesn't want to make two round trips.

Throughout the week, there are team-building activities, cultimating in the high-ropes course for the older kids. One day is spent on mountain hikes on nearby trails, and there are also different field trips: apple-picking, canoeing, sugaring, etc. Most important, you get to know some really nice people. Two weeks ago I went for my sixth time, and I was a leader-in-training, along with two other older kids. We helped out with the younger children and did whatever needed doing. There was a real sense of responsibility and I enjoyed it very much.

Last year Hulbert started a Leadership Program for people aged 13-16. This group stayed in a youth hostel or lean-to (depending on the season) for several nights. I went in March, and it was great. We went snow-shoeing and cross-country skiing. The group was small, which enabled us to get to know each other really well. Also, the trip planning – picking a destination, planning a route, packing food, etc. – is really up to the participants, and everyone gets a chance to lead the group for part of the time.

Over the years I have made many close friends at Hulbert. As we have gotten older, we have been able to visit each other. Last March, my brother and I traveled with two friends from our town up to Vermont before camp started, and we stayed with Hulbert friends. During the spring those friends came down here, and next month we are planning to get together again. Through people we have met at camp, we have met other friends. (Sometimes the networking that goes on with homeschooling is really amazing!)

Anyway, the next homeschool week is going to be March 11-15, 1996. For more information, contact Rich Cruikshank-McCurdy, Hulbert Outdoor Center, RD 1 Box 91A, Fairlee VT 05045-9718, phone 802-333-3405.

Teen Challenge Courses

Jill Boone (CA) writes:

Cristie (17) and Paul (15) participated in the Rightful Passage Teen Challenge Courses for two years. The first year, they did the Youth Challenge course, which included working on the ropes course and other group activities. The second year, Paul did that course again and he and Cristie also went on a teen rafting trip for a week.

These courses are organized and run by Tom and Debra Weistar, who are the outdoor education directors for Pathfinder Learning Center. The teens love them. They are so respectful of teens that they are able to create amazing opportunities. They have run programs at each of the Homeschool Association of California conferences and have homeschooled their daughter for thirteen years.

The courses include trust-building activities, guided interaction with peers, and cooperative games. All of them have been incredibly meaningful for my kids. I feel that they came away from these times with an inner strength and self-knowledge that can only come from facing and overcoming obstacles – either internal ones such as fear, reluctance, shyness, etc., or exterior ones such as battling waves or getting your whole group over a wall. The bonding among the group members as they work, play, eat, and talk together is similar to what I experienced in camp as a youngster but it's a healthier version. I really can't explain how much these courses have meant to my kids, but suffice it to say that when I told them I wanted to be able to send their younger brother Curtis this year, now that he is old enough, and that therefore Cristie and Paul would need to pay for their own courses, both elected to pay for and go to all three.

In 1996, April has been put aside for courses for homeschoolers – a youth challenge course, a teen canoe trip, and a Leadership Training course. In the past, teens have come from all over California and Oregon, but anyone who can fly into Sacramento can come – it would be fun to have kids from other states there, too. For information, call the Weistars at 916-265-5490. ◆

The "Opportunities/Activities" section of our Learning Materials List gives information about other such opportunities for teenage homeschoolers and families. The Learning Materials List is part of our Homeschooling List Packet. available for $4 plus $1.50 s/h.

1996 Directory of Families

Here is our complete 1996 Directory of Families. Entries or changes that arrived after our deadline (10/31/95) will be printed in GWS #109. Our Directory is not a list of all subscribers, but only of those *who ask to be listed*, so that other GWS readers, or other interested people, may get in touch with them. If you would like to be included, please send the entry form or a 3x5 card (one family per card). Please take care to include all the information - last name, full address, and so on. Tell us if you would rather have your phone number and town listed instead of your mailing address (we don't have space to list both).

If a Directory listing is followed by a **(H)**, the family is willing to host GWS travelers who make advance arrangements in writing.

If a name in a GWS story is followed by a state abbreviation in parentheses (e.g. "Jane Goldstein (MA) writes...") that person is in the Directory. If the name is followed by the entire state name (e.g. "Jane Goldstein of Massachusetts writes...") then that person is not in the Directory. We are happy to forward mail to those whose addresses are not in the Directory. If you want us to forward the letter without reading it, mark the *outside* of the envelope with writer's name/description and the issue number. If you want us to read the letter and then forward it, please enclose another stamped envelope.

When you send us an address change for a subscription, please remind us if you are in the Directory, so we can change it here, too.

Please remember that we can't control how the Directory is used; if you receive unwanted mail as a result of being listed, just toss it out or recycle it.

AL — Perry & Nancy GOODSON (Wendy/80, Derek/83, Dylan/86, Daren/89) Rt 1 Box 440, Rockford 35136 ••• Shari HENRY & Tim JONES (TJ/85, Rebekah/89) 110 Fernwood Cir, Madison 35758 **(H)** ••• John & Cyndy LEWIS (Janice/77, David/79, Daniel/81, Mark/89) 1561 Said Rd, Semmes 36575 ••• Beth & Joe O'DONNELL (Sarah/85, Joshua/89) East Lake UMC Academy, 1603 Great Pine Rd, Birmingham 35235 ••• Stuart & Penny POPWELL (Luke/81, Laura/83) 2249 Wire Rd, Auburn 36830 ••• Buddy & Sherry SCHENCKER (Laura/88) Rt 5 Box 600, Talladega 35160 ••• Ric & Cynthia SMITH (Hannah/85, Emma/88) 3302 S Perry St, Montgomery 36105

AK — Andrew & Deborah BYDLON (Matthew/89, Christopher/91, Cheyenne/93) General Delivery, Big Lake 99652 **(H)** ••• Mark & Cynthia CEBUHAR (Katie/85, Zachary/86, Andrew/87, Jonathan/89, Destiny/91) 9324 Kavik, Anchorage 99515 ••• Shana CRONDAHL & Craig WILSON (Katherine/93) 527 Nelson St, Juneau 99801 **(H)** ••• Melany & Pete CUEVA (Christopher/82, Katie/83) 2104 Belair Dr, Anchorage 99517 **(H)** ••• Tom DILLON & Kathy GROSSMAN (Sam/82, Ed/85, Monty/88) PO Box 362, Nome 99762-0362 **(H)** ••• Karl & Nancie ELLIS (Anika/84) PO Box 277, Kasilof 99610 ••• Debbie GRAVEL & Peter DWYER (Tristan/83, Gaelen/85, Mollie/89) 7941 S Tongass Hwy, Ketchikan 99901 **(H)** ••• Kay HACKNEY & Fred DeCICCO (Lucas/87) PO Box 10314, Fairbanks 99710 **(H)** ••• Janlee & Ken IRVING (Geoffrey/81, Bonnie/86, Brita/87) 2650 Home Run, Fairbanks 99709 **(H)** ••• Paul & Pat LUGIN (Matt/81, Katel/84) 1934 Tall Timbers Dr, Fairbanks 99709 ••• Valerie & Jeff MANFULL (Ashleigh/86, Frazier/93) 7421 Tangle Ct, Anchorage 99504 **(H)** ••• Nona & Conrad MULLER (Anna/83, Zoe/86, Irene/92) 411 W 12 St, Juneau 99801 ••• Gregory & Gayle TIPLADY (Allie/75, Connor/81, Graham/82) PO Box 3369, Palmer 99645 ••• Steve & Christine WARREN (Ginger/80, Mariah/83, Misty/86, Aaron/88) PO Box EDB, Ketchikan 99950-0040 **(H)** ••• Paul & Gayle YOUNG (Nathan/80, Tamar/83, Hilary/86) Box 8005, Port Alexander 99836 **(H)** ••• Richard & Carol ZDANOVEC (Kimberly/82, Marni/85) 1453 Birchwood Dr, Fairbanks 99709

AZ — Cathy ALGER & Ed CUMMINS (Eli/86, Kaelin/89) Grand Canyon Natl Pk, Tuweep Ranger Stn, Fredonia 86022 **(H)** ••• Anne & Jim DORRE (Matthew/78, Andrew/81) 345 S Virginia St #10, Prescott 86303 **(H)** ••• Jeffry & Deborah GERHART (Amanda/77, Sarah/79, Olivia/81, Laura/88, Emily/90, Valerie/92) 2420 S Placita Hohokam, Tucson 85746 ••• Betty & David GYONGYOS (Megan/83, Katelyn/86) 3138 N 83rd St, Scottsdale 85251 ••• Will & Thea HOFFMAN (Brian/78) 1430 Camino Amapola, Sierra Vista 85635 ••• Steve & Jackie JOHNSON (Toby/78, Levi/84) 33233 N 224 Av, Wittmann 85361 ••• John & Cyndie KIMBALL (Sarah/84, Jennifer/86, Joshua/91) 3113 W Los Gatos Dr, Phoenix 85027 ••• John & Suzi LORSON (Samantha/81, JD/86) 6915 E Quail Run Rd, Paradise Valley 82523 ••• Don & Sue LOSCHEIDER (Nolan/85, Colin/88, Courtney/90) 842 Saddlehorn Rd, Sedona 86351 ••• Kelly & Amber MARCUM (Lucas/81, Christina/82, Jessie/88) HC 63 Box 7179, Snowflake 85937 ••• Steve & Linda MARRIA (Darryl/85, Carolyn/90, Emily/94) 5116 Malachite, Tucson 85741 ••• Kim & Mike MARTIN (Lily/85, Tess/87, Theo/90, Clay/92) 526 W 14 St, Tempe 85281 ••• Gary & Gwenn McCALEB (Eryn/77, Krista/77, Jessica/89) Box 295, Nutrioso 85932 **(H)** ••• Linde MOHR & Nandor FELSEN (Ariane/86, Zephyr/88) 1802 Sagewood Pl, Sierra Vista 85635 ••• Gwynne OKOREN (Adrian/91) PO Box 453, Wenden 85357 ••• John PEACEMAKER (Tiffany/75) 5029 W Harmont Dr, Glendale 85302 ••• Karen RASKIN-YOUNG & Bill YOUNG (Jeremy/84) 4403 E Rustic Knolls Ln, Flagstaff 86004 ••• Uintah SHABAZZ & Dillon DOWNEY (Sante/75, Sonnet/77, Lexy/88) PO Box 668, Springerville 85938 **(H)** ••• Dov & Carolyn SHAPIRA (Isaac/86, Carmel/87, Charlotte/91) 15229 N 25th Dr #1, Phoenix 85023 ••• David SKINNER (Ethan/85) PO Box 777, 54 Wood Canyon, Bisbee 85603 **(H)** ••• Roy & Susan TANIGUCHI (Sally/83) 10414 W Mulberry Dr, Avondale 85323

AR — Chuck & Penne Davidson ARD (Brandon/81, Nike/86, Vince/88, Mark/90, Fawn/93) ARD Family Cooperative, 33 Thompson Dr, Clarksville 72830-4217 ••• Pat & Larry BERGMAN (Thomas/87, Ellen/91) PO Box 215, Yellville 17687 ••• Kevin & Priscilla TENNAL (Lianna/80, Laura/82, Catherine/86, David/90) 5119 C Street, Little Rock 72205 **(H)** ••• Jack & Mary VOLLERSTEN (Laura/80, John/84) PO Box 37, Parthenon **(H)**

CA, North (zips 94000 & up) — Connie ADAMS (Joy/74, Maggie/77, Ryan/80, Shaun/80) 747 Broadway St, Fairfield 94533 **(H)** ••• Joe & Aileen AIDNIK (Shana/88) 988 Collier Dr, San Leandro 94577-3820 **(H)** ••• Jane & Sam BECKTEL (Edward/81, Melanie/85) SANTA CLARA VALLEY HOME-SCHOOLERS, 795 Sheraton Dr, Sunnyvale 94087 ••• Ellen & Michael BICHELER (Melissa/81, Lindsay/86, Dylan/92) 70 Raymond Hts, Petaluma 94952 **(H)** ••• Ruthann BIEL & J William CLAYPOOL (Patrick/89) 7139 Steelman Cir, Sacramento 95828 **(H)** ••• Michael & Tammy BILLECI (Joseph/86) 1885 Ednamary Way Apt B, Mt View 94040 ••• Stewart & Alida BIRNAM (Ian/91, Rachel/94) 2312 Humboldt Av, El Cerrito 94530 ••• Tom & Nicole BLEES (Melina/84, Shanti/86) PO Box 189, Comptche 95427 **(H)** ••• Beth & Bill BOEHLKE (Max/81) 17322 Grace Ct, Grass Valley 95949 ••• Sunny & David BOOHER (Michelle/79) 912 Valencia Av, Davis 95616 **(H)** ••• Jill & Greg BOONE (Cristie/78, Paul/80, Curtis/83) PENINSULA HOMESCHOOLERS, 4795 Lage, San Jose 95130 **(H)** ••• Mitch & Donna BRADLEY (Arwen/87, Mirabel/89) 2732 Katrina Way, Mountain View 94040 ••• Heather BRICKLIN (Jeanita/89, Christopher/92) 162 Wilson St, San Francisco 94112 **(H)** ••• John & Betty BRINGHURST (Sarah/80, Benjamin/82, Samuel/84, Hannah/87, Jesse/90) 736 Boxwood Rd, Woodland 95695 **(H)** ••• Marc & Jenny BRINITZER (Cameron/87, Rachel/91) 9824 Oak Place West, Folsom 95630 **(H)** ••• Jane & Doug BROCKBANK (Max/87) 607 Flicker Av, Davis 95616 **(H)** ••• Sheryl CALISH & Patrick COY (Ian/92) 40 Kent Pl #2, Menlo Park 94025 ••• Richard & Tera CANANT (Ben/82, Carly/85, Will/91) 200 Far View Rd, Boulder Creek 95006 ••• Gary & Melissa CLARK (Amy/85, Nicholas/88, Thomas/91) PO Box 1073, El Dorado 95623 **(H)** ••• Bry & Mike CONLEY (Sean/87, Devin/90, Alden/94) Tri-City Homeschoolers, 39195 Levi St, Newark 94560 **(H)** ••• Erin COOMBS-FRIEDMAN & Craig FRIEDMAN (Annie/89, Max/91) 4276 Samson Way, San Jose 95124 ••• Suzanne & Lawrence CORY (Sarah/78, David/79) PO Box 6275, Rheem Valley 94570 ••• Lora & Joe DALTON (Elaina/83, Robert/88) 15 Rutland St, San Francisco 94134 ••• Mike & Angie DEPEW (Taylor/83, Mason/84, Klark/87) PO Box 2591, Lake Isabella 93240 **(H)** ••• Annemarie & Robert DONJACOUR (Eva/89) 32 Highland Av, San Francisco 94110 **(H)** ••• Catherine & Michael DORMAN (Claire/89, Eric/91, Leah/93) 36551 Mulberry St, Newark 94560 ••• Leslie DOYLE & Gary FERRANTE (Roxana/85, Tasha/90, Kelly/91) 182 Baxter Av, Sacramento 95815 **(H)** ••• Michael DUNNE & Wendy LABOV-DUNNE (Gabriel/81, Raphael/85, Daniel/89) 18 Wood Lane, Fairfax 94930 **(H)** ••• Annelle DURHAM (Artec/85, Kyla/88) PO Box 637, Upper Lake 95485 **(H)** ••• Jane DWINELL & Sky YARDLEY (Dana/87, Sayer/90) 2806 Bidwell St #4, Davis 95616 ••• Christina & Bradley DYER (Brennen/89, Marshall/92) 1375 Brill Rd, Paradise 95969 ••• Barbara DYSKANT & Barry MILLER (Raymi/80, Erek/86, Nadine/91) 1288 W 71 St #278, Tracy 95396 ••• Rick & Carol EDSON (Shauna/83, Rosalie/86) Wildflower Homeschoolers, 1557 Vancouver Way, Livermore 94550 **(H)** ••• Lucy & Frank FLANIGAN (Daniel/82, Benedict/84) 1473 Norman Dr, Sunnyvale 94087 ••• David & Margaret FRANK (JoMarie/66, AnnMarie/68, DJ/83, Jack/88) PO Box 102, Walnut Creek 94597 **(H)** ••• Sharon & David FREEMAN (Tyler/83, Brett/86, Jessee/89) Box 157, Truckee 95734 **(H)** ••• Mary GAY (Anita/77) PO Box 998, Blue Lake 95525 ••• Pam & Craig GINGOLD (Jeremiah/76, Serena/78) YOSEMITE AREA HOMESCHOOLERS, PO Box 74, Midpines 95345 ••• George & Susan GOEPEL (Leia/84, Gemma/90) 10880 Wunderlich Dr, Cupertino 95014 ••• Deborah GOLDEEN & Erik GUTFELDT (Simon/86, Martin/89) 2130 Birch St, Palo Alto 94306 ••• Doreen & Marc GOUNARD (Maya/87, Tristan/93) 300 Napa St, Slip 25, Sausalito 94965 ••• Kim & Court GRAFF (Joshua/81, Zachariah/84, Hannah/87, Sarah/89) 2921 Freedom Blvd, Watsonville 95076 ••• Franzi & Werner HAAG (Kirstin & Tania/89) 4751 Blanco Dr, San Jose 95129 **(H)** ••• Scott & Joni HAMMOND (Jacob/83, Jesse/86, Kalea/89, Briana/91, Abigail/94) 5465 Dow's Prairie Rd, McKinleyville 95521 ••• Melissa HATHEWAY & Kevin McDONNELL (Sean/83, Collin/85, Glynnis/87, Wells/95) 311 Howard St, Petaluma 94952 **(H)** ••• David HENDERSON & Alison WOOD (Sophia/87, Benjamin/90) 2668 Pernie Tr, Redding 96001 **(H)** ••• Jenine & Joe HOISINGTON (Brandon/86, Nicolas/88) PO Box 66, Portola 96122 ••• Phillip & Michelle HOLCOMB (Hilary/83, Scott/86) 485 Loma Vista Dr, Redding 96002 ••• Anita & Jason HOLLISTER (Sean/85, Terry/90) 2800 Julio Av, San Jose 95124 ••• Kim HUSELID & Matthew GLASS (Jesse/83, Zachary/88) 5671 Cabot Dr, Oakland 94611 **(H)** ••• Bobby & Laura INGRAM (Amanda/83, Katherine/85, Noah/88) 801 San Carlos Av, Albany 94706 ••• Mike & Linda Conrad JANSEN (Kristina/82, Derek/83, Monika/86, Dominic/89) 25031 Hwy 44, Millville 96062 **(H)** ••• Grete & George JOHNSON (April/77, Dale/80, Kyle/83) 16765 Skyline Blvd, Los Gatos 95030 ••• Lynn & Jeanette JOHNSON (Paul/82, Jacob/84, Kevin/86, Natalie/88, Heather/91) 3341 Nut Plains Dr, Sacramento 95827 ••• Sheila JOHNSON & Keith STEMPFLEY (Amanda/87, Sophie/89) 502 Font Blvd, San Francisco 94132 ••• Diane & Charles JOLISSAINT (David/78, Mark/81) 795 Belfair Ct, Sunnyvale 94087 ••• Caryn & Michael JONES (Katie/89, Maggie/92) 1696 Vallambrosa Av, Chico 95926 ••• Lillian JONES & Edward BASSET (Ethan/82) 12420 Fioni Ln, Sebastopol 95472 ••• Kevin & Cheryl JUST (Trevor/80, Brett/83) 2854 Kring Dr, San Jose 95125 ••• Diane KALLAS & Bruce KOLLER (Ian/89) 213 Riverwood Cir, Martinez 94553 ••• Fred & Laurie KEESAW (Jesse/84, Nicona/86) 26800 Hwy 9, Boulder Creek 95006 **(H)** ••• Judy & Ken KONDO (Sanayo/81, Asae/85) 744 Pierino Av, Sunnyvale 94086 ••• Ann KOSITSKY-HAIMAN & Peter HAIMAN (Aaron/82, Joshua/84) 1090 Miller Ave, Berkeley 94708 **(H)** ••• Julie & Larry KROGER (Travis/83, Marta Rose/87) 131 Hunters Glen Ct, Vacaville 95687 **(H)** ••• Mary & Jeff LANCTOT (Peter/87, Daniel/89, Nina/92) 1502 Yarberry Dr, Petaluma 94954 ••• Lani & Ted LANGLOIS (Marisa/78) 961 Valencia St, San Francisco 94110-2320 ••• Lanis LeBARON & Hank ALRICH (Mylie/77, Shaidri/80, Maressa/82, Tessany/84, Kylan/89) PO Box 869, Greenville 95947 **(H)** ••• Bob & Dorothy LELAND

(Jeremy/87, Rachel/91) 1801 Nantucket Pl, Fairfield 94533 ••• Annie & Mark LEMIEUX (Tyson/86, Jessie/87, Ian/92) 8737 Whitehouse Rd, Elk Grove 95758 ••• Tom & Annette LESHER (Rebekah/81, Sarah/83, Caleb/86) 2993 Springer Dr, McKinleyville 95521 ••• Mary Ann & Joe LIPSIG (Scott/83) 1388 Warner Av, Sunnyvale 94087 ••• George & Juliana LOCKWOOD (Cameron/85, Galen/91) 300 Beresford Ave, Redwood City 94061 ••• Mary LOIBL & Frank LOMELI (Cadelba/82, Yara/83) 1422 Nutmeg Ln, Davis 95616 ••• Char & Michael LOVE (Solon/79) PO Box 2035, Guerneville 95446 (H) ••• Linda MAHER (Danielle/79, Caleb/83, Sarah/86, Hannah/89) 3761 Roeding Rd, Ceres 95307 ••• Andrea MARTINEZ & Al REAGAN (Terry/83, Donny/84) 320 Marie Av, Manteca 95336 ••• Harry & Michaele MAURER (Joel/76, Deidre/83) 208 Goodrich St, Hayward 94544 ••• Laura MAXEY (Marissa/82, Tamara/84) 486 South N St, Livermore 94550-4356 ••• Carolyn & David McCARTER-RIBAKOFF (Hava/86, Simha/88, Yonatan/90, Rahamim/92) 1432 Sebastian Way, Sacramento 95864 ••• John & Ann McCHESNEY-YOUNG (Daniel/82, Amber/85, Mary/88) 2120 8th St, Berkeley 94710 (H) ••• Mike & Janet McDOLE (Lee/80, Mark/82) 844 Coachman Pl, Clayton 94517 ••• Mike & Patti MICHEL-EVLETH (Nikki/74, Skyler/83, Hailey/88) 16 Meridian Ct, Sacramento 95833 (H) ••• Sharon & Rich MOLDOVAN (Kristina/87, Travis/89) 243 Bright Star Rd, Valley Springs 95252 ••• Eric MONRAD & Therese SHERE (Eve/83, Emma/90) 7566 Eastside Rd, Healdsburg 95448 ••• Tom & Pat MORGAN (Kristin/74, Seth/77, Tim/81, Josh/83) 109 Grenadine Way, Hercules 94547-2041 ••• David & Patricia MUNRO (Miranda/84, Deborah/86) 957 Roxanne St, Livermore 94550 (H) ••• Debbie & Robert NANSEN (Ian/80, Tyler/83) 725 Rose Ln, Los Altos 94024 ••• L.B. NELSON & G.L. CAVIGLIA (Adrianne/76, Aaron-James/79) PO Box 1954, Morgan Hill 95038-1954 ••• Mary NEWKIRK & Marvin TROTTER (Amber/84, Evan/87, Eliza/91) 2400 Meadow Dr, Redwood Valley 95470 (H) ••• Mike & Moira NOBLES (Samantha/78, Christopher/80) ESPARTO HOMESCHOOLERS, PO Box 305, Esparto 95627 ••• Amy OWENS & Wai Leung KWOK (Mina/86, Tucker/89) 520 Rockaway Beach Av, Pacifica 94044 (H) ••• Diane PAGET & Bill SEEKINS (Jade/78, Laurel/80, Charlie/84) PO Box 223, Philo 95466 (H) ••• Gina & Brian PAISLEY (Eliot/83, Emily/86, Oliver/91) 603 Oman Spgs Cir, Sonoma 95476 ••• Dede & Matthew PAPA (Nikolai/84, Alexandra/90) 566 Mayfield Dr, Santa Rosa 95403 ••• Dennis PEACHEY & Barbara NEU (Celia/85, Neil/87) 16073 Gramercy Dr, San Leandro 94578 ••• Francesca & Jeff PERA (Aidan/87, Eliana/91) 755 Capp St, San Francisco 94110 ••• Pam & Mark PETERS (Becky/86, Jonah/88, Hannah/91) 245 Los Bonos Av, Walnut Creek 94598 (H) ••• Mary & Todd PHOENIX (Sarah/85, Antonio/93) 3030 Broadway, Redwood City 94062 ••• Helene ROCK & Barry LIEBERMAN (Mia/87) 1048 Border Rd, Los Altos 94024-4726 ••• Janet & Peter RUDHOLM (Shoshanna/82, Coral/89) 1954 Butterfly Valley Rd, Quincy 95971 ••• Donna SACHS (Annie/80) 37750 Russell Blvd, Davis 95616 ••• Layne & Rosanna SANDA (Melanie/82, Tani/88, Emily/87) 667 Eisenhower Dr, San Jose 95128 ••• Sanjay & Margaret SANTHANAN (Shobie/90, Meghana/92, Emily/94) 1116 Danberry Ct, Antioch 94509 (H) ••• Lynne SARTY & Jon HAFSTROM (Tyla/82, Teal/90) 450 Redmond Rd, Eureka 95501 (H) ••• Carolyn & Jim SCHIMANDLE (Iris/87, Marguerite/89) 460 Kalana Av, Morgan Hill 95037 ••• Petra SCHULTE & Chuck HINSCH (Carina/86, Katherine/89) PO Box 463, Mendocino 95460 (H) ••• David & Ginny SCHWINGEL (Laurel/77, Katie/80, Roger/83) 1428 Loat Acre Dr, Felton 95018 (H) ••• Laura SCOTT (Lila/80, Nick/82) PO Box 53, Pt Reyes Station 94956 ••• Michael (mom) & Steve SCOTT (Samantha/82, Susannah/84) 1238 Carlotta Av, Berkeley 94707 (H) ••• Fred & Bonnie SELLSTROM (Kevin/76, Gary/79) SPICE (Sacramento Valley area) PO Box 282, Wilton 95693 ••• Roy & Judy SHIMP (Alyeska/87, Taureanna/89) 2164 E Bellevue Rd, Merced 95340 (H) ••• Larry SIMON & Diane SCHOENFELD (Leslie/91) 1876 San Lorenzo Av, Berkeley 94707 ••• Rik & Anne SKINNER (Stacie/82, Laura/83, James/85, Julianne/87, Allison/88, Jeffrey/90, Matthew/92) 712 Poplar Ln, Woodland 95695 ••• Patrick & Linda SMITHSON (Patrick/84, Dale George/87, Clayton/90) 6203 Melita Rd, Santa Rosa 95409 ••• Abe & Shoshana SOCHER (Naomi/86, Anna/88, Coby/91) 1055 Monroe #C, Albany 94706-2262 ••• Kathleen & Randy SPRENGER (Jaclyn/89, Michael/91) 680 Alberta Av, Unit E, Sunnyvale 94087 ••• Pam & Phil STEARNS (Anna/70, Joseph/79) 7162 Via Colina, San Jose 95139 ••• Susan & Jim STEPHENSON (Narda/65, Ursula/69, Michael/82) MICHAEL OLAF MONTESSORI CATALOGUE, PO Box 1162, Arcata 95521 ••• Jim & Louisa SWANN (Brandon/81) Box 2078, Portola 96122 (H) ••• Tane TACHYON & Jon SHEMITZ (Sam/88, Arthur/94) 139 Heath St, Santa Cruz 95060 ••• Paul & Margaret TURANO (Brian/85, Michael/87, Emma/94) 857 L St, Davis 95616 ••• Rebecca VAN LITH, 14636 Grove St, Healdsburg 95448 ••• Oak & Aurelia WEBB (Zachary/87) 2505 5th St #172, Davis 95616 ••• Lloyd & Edwina WEBER (Sadie/87) PO Box 3089, Arnold 95223 ••• Robert & Naomi WILLIAMS (Storm/88) 216-B Hazel, Santa Rosa 95401 ••• Bill & Valerie WINTERBERG (Sarah/80, Heather/82, Billy/86) 555 Laswell Ave, San Jose 95128 ••• Neil & Vicki ZIEMBA (Corey/85, Irene/89) PO Box 197, Bodega 94922 (H)

CA, South (zips to 94000) — Mike & Rhoda ABAYAN (Michael/81, Matthew/82) 56 S Garden St #6, Ventura 93001 ••• Nathaniel & Jane ADAM (Ivka/80, Lily/82) 19872 Salt Water Cir, Huntington Beach 92648 ••• Barbara & Alan ALWARD (Nicky/83, Suzanne/86) 7600 Marchant Av, Atascadero 93422 ••• Brian & Deborah BARTLE (Jacob/83, Rachel/85) PO Box 291786, Phelan 92329 (H) ••• David & Patricia BARULICH (Daniel/88, Nadia/93) 1041 Rutland Av, Los Angeles 90042 ••• Beverly & Steve BEAN (Daniel/89) 39 Calera Canyon Rd, Salinas 93908 (H) ••• Jea BELLINGER & Christopher PINCKNEY (Nathaniel/86, Caitlin/89) 4672 Sierra Tree Ln, Irvine 92715-2245 ••• John BOSTON & Stella O'CARROLL (Sean/69) 9942 Cyn Country Ln, Escondido 92026 (H) ••• Steve & Sara BRECHT (Virginia/81, George/85, Edward & Jonathan/85) 20555 Dumont St, Woodland Hills 91364 ••• Brigid & Norman BRETT (Daniel/86, Miranda/89) 1434 Stanford St, Santa Monica 90404 ••• Lynn BROWN (Chris/85) 4507 30th St #87, San Diego 92116 (H) ••• William & Michelle BUSH (Jeremiah/86) 2374 Stonyvale Rd, Tujunga 91042 ••• Shelley & Regan CANDELARIO (Aidan/92, Avery/94) 25911 Via Del Sur, Mission Viejo 92691 (H) ••• Deanna CHEUNG & Rasoul SHARIFI (Marina/85) ALLIANCE OF CONTINUUM SCHOOLS, 3118 Iroquois, Long Beach (H) ••• Amy & Chamba COOKE (Rene/77, Nora/92) 502 S Willis, Visalia 93277 (H) ••• Adrian & Shirley CRAMER (Kenny/77) 4224 Lyndak Dr, Claremont 91711 ••• Stanley & Yvonne CRANE (Kevin/82, Meghann/85, Kollin/88) 123 Lorimer St, Salinas 93901 (H) ••• Cary & Kamela CRUM (Jordan/91, Lauryn/93) 4209 Garnsey Ln, Bakersfield 93309 (H) ••• Sunny DAUN & Philip SHOFNER (Brian/85, Jordan/89) 12034 Marshall St, Culver City 90230 ••• Ann & Michael DeLOLLIS (Erik/88, Kathryn/91) 5330 E Madison, Fresno 93727 ••• Claude & Claudia DIAMOND (Rebecca/86) 539 Telegraph Canyon Rd Ste 145, Chula Vista 91910 ••• Carol DOOSE (Brian/87) 3400 Gibralter Rd, Santa Barbara 93105 (H) ••• Cathy EARLE & Jim MUSCATO (Mindy/82, Lindsey/84, Whitney/91) 12910 Boston Av, Chino 91710 (H) ••• Rene & Bear ECKENROTH (Sage/86, Galen/88) 17617 Rancho de Oro Dr, Ramona 92065 (H) ••• Nancy & Alan EDMUNDSON (Christyn/84, Alisha/86, Bradley/89) 974 Cocopah, Santa Barbara 93110 (H) ••• Janice & Irv EICH (Heidi/83, Gretchen/85, Hans/89, Ingrid/92) PO Box 1020, Running Springs 92382 ••• Dan & Terri ENDSLEY (Andrew/73, Kira/75) 4546 Willow Crest Dr, Toluca Lake 91602 (H) ••• Katzi & David ENGLE (Anselm & Joshua/82, Wayland/86, Wolfram/92) 3008 Temperance Av, Clovis 93612 (H) ••• Bill & Karen ENOCH (Christopher/84, Stephanie/87, Rebecca/90) 5613 Rexroth Av, Bakersfield 93306-3735 (H) ••• Steve & Linda EVANS (Lorien/79, Sarah/82, Andy/84, Nathaniel/90) 2467 Loy Ln, Los Angeles 90041 (H) ••• Alonna & S. FARRAR (Tara/81, Zeveri/83) 454 Papaya St, Vista 92083 ••• Scott & Jan FLEETHAM (Craig/84, Christina/87, Alexander/91) 9128 Coker Rd, Salinas 93907 ••• Dennis & Peggy FOLTZ (Dennis/76, Tina/78, Lisa/81) 13001 Beanford St, Arleta 91331 ••• Jara FOREMAN-SELF & Clint SELF (Cody/82) 2257 Av O-4 W, Palmdale 93551-3366 (H) ••• Nancy FRIEDLAND & Alan MOSES (Marina/84, Ethan/87) 1521 Robbins St, Santa Barbara 93101 ••• Tiza & Skip GARRETT (Jackson/88, Jasmine/90, Jordan/92) 552 S San Clemente St, Ventura 93001 ••• Tracie GIB & John BURGE (David/90) A La Carte Int'l School, 25383 Markham Ln, Salinas 93908 ••• Preston & Patty GIBSON (Lauren/85, Nick/85, Molly/88) 13171 Spur Branch Cir, Corona 91719 ••• Marian GOLDEEN & Arthur OGAWA (Grace/87, Evan/90) 40453 Cherokee Oaks Dr, Three Rivers 93271-9743 ••• Allen & Leslie GORIN (Arielle/86, Anna/88) 440 Calle Yucca, Thousand Oaks 91360 ••• Theresa & Eric GRAHAM (Alexandra/88, Ryan/90, Adam/94) 78451 Dorby Rd, Bermuda Dunes 92201 ••• Erwin & Phyllis GRAUDSZUS (Eric/79, Ivan/80) PO Box 244, Aguanga 92536 ••• Debbie & Howard GREEN (Bailey/88, Hillary/89) 51 Monticello, Irvine 92720 ••• Rick & LeAnn HARPER (Kristin/84, Shelly/86, Shawna/93) 464 Alan Rd, Santa Barbara 93109 ••• Alan & Lori HARRIS (Juanita/84, Charles/87, Charlotte & Samuel/89) PO Box 849, Fillmore 93016 (H) ••• Rafael HERRERA & Maria RANGEL (Camille/82) 4301 Abbington Ct, Westlake Village 91361 ••• Craig & Carol HIGA (Marshall/81, Jimmy/84, Kerin/89) 1354 Hull Ln, Altadena 91001 ••• Walter & Kathleen HILL (Rebecca/88, Louise Rose/90, James/92) 7586 N Bond Av, Fresno 93720 ••• Brenda & Jaap HILLENIUS (Sytske/90, Michelle/92) 4121 Jasmine Av, Culver City 90232 ••• Luana & Gary HOLZER (William/83, Josef/87) 6571 Colon Cir, Huntington Beach 92647 ••• Paul & Patricia HYDE (Emily/78, Dara/81) 2661 Lee St, Simi Valley 93065 ••• Timothy & Sherri JACKSON (Shelley/86, Stacey/88, Stephanie/90) 141 Shapley Way, San Clemente 92672 ••• Becky & Kevin JONESTRASK (Lori/87, Cassie/93) 2633 Wyandotte Av, San Diego 92117 (H) ••• Susie V. KAUFMAN (Jarrett Lennon/82) 18850 Vista del Cañon, Santa Clarita 91321-2296 ••• Janning & Scott KENNEDY (Tyler/85, Caitlin/87) 17918 Pesante Rd, Salinas 93907 (H) ••• Michael & Alice KENNEDY (Sabrine/80, Peter/83, Josephine & Sara/86) 805-256-9358 (Rosamond) ••• Steve & Tilly KETTERING (Claire/84, Hanna/86, Emily/89) 614 Minnesota St, Fallbrook 92028 (H) ••• John & G KIRKLAND (Tabitha/85, Alexa/87, Cody/93) 4436 Wavertree, San Luis Obispo 93401 ••• Carl & Cynthia LADD (Karen/87) 714-758-9924 (Anaheim) ••• John & RoxAnne LAWSON (Francisco/73, Lena/76, Mele/79, Shaina/82, Cricket/88) PO Box 2930, Running Springs 92382 (H) ••• Dale & Agnes LEISTICO (James/73, Laurene/77, Susan/79) 313 Somerset Pl, Lompoc 93436 (H) ••• Beth & Richard LESTER (Erin/88, Katherine/92) 22703 Kathryn Av, Torrance 90505 ••• Steve & Darlene LESTER (Nathen/71, Ely/73, Damian/78, Gabe/80, Ben/86) PO Box 203, Joshua Tree 92252 ••• William & Dahlia LEWIS (Selena/80, Victoria & Vanessa/85) School of Home Learning Support Group, 1904 Flora Vista St, Needles 92363 ••• Al & Christine LOZANO (Diana/82, Marcus/85, Alexia/87) 750 E Bennett Ave, Glendora 91740 (H) ••• Pat & Pete LUBOFF (Paladin/78, Pepper/81) 930 Brett St, Inglewood 90302 ••• Robert & Chris LYNDS (Taryn/78, Shaw/80) 96 W 12th St, Paso Robles 93446 ••• Andrea & Jason MARTIN (Drake/92) 1850 Wind River Rd, El Cajon 92019 ••• Amy & Bob McCALL (Brendan/90, Gavin/91) 19425 87th St, California City 93505 ••• Kim McDONALD (Steven/85, Nicole/87) 4903 Nautilus #3, Oxnard 93035 (H) ••• Ed & Robin MEARES (Benjamin/88, Julianna/92) 10767 Mountair Av, Tujunga 91042 ••• Art & Rebekah MILANO (David/80) 310-372-2882 (Redondo Beach) ••• Dana & Paul MORGAN (Katie/83, Daniel/85) 8500 Belford Av, Los Angeles 90045 ••• Shirley MUELLER & Mark GALBRAITH (Angelika/88) 439 Center St, Laguna Beach 92651 (H) ••• Luisa MUNOZ (Michael/76, Serena/78, Arlen/80) 619-491-5867 (San Diego) (H) ••• Jim & Eileen NANCE (Jordan/81, Rob/84, Kira/88) 772 San Martin Pl, Thousand Oaks 91360 ••• Terry & Debra NEWBY (Melissa/88, Wesley/90) 2127 235th Pl, Torrance 90501 ••• Coddy NUCKOLS & Mary SHANNON (Max/85, Sam/88) 11305 Blue Sage Dr, Kagel Canyon 91342 (H) ••• Debbie OLSEN & Phil MARTINEZ (Cecelia/86, Andreas/89) 231 Hillandale Ct, Riverside 92507 (H) ••• Dimitri & Ruth PAPADATOS (Antonia/82) 8451 Topanga Canyon Blvd, West Hills 91304 ••• Mark & Beverly PARKER (Bryce/77, Naomi/80, Charlotte/86) 471 Palm Av, Seaside 93955 ••• Bill & Sally PECK (David/77, Sarah/78, Jonathan/80, Amy/83, Laura/85, Daniel/88) 619-673-8556 (Poway) 92064 ••• Bill & Sea PETERSON (Kellie/79, Colin/81) PO Box 5085, Two Harbors 90704 (H) ••• Liane & Andrew PETERSON (Rachel & Ariane/85) 1640 Robin Cir, Arroyo Grande 93420 ••• Kristine POE & Pablo FRASCONI (Luisa/90) 768 Mission Oaks Ln, Santa Barbara 93105 ••• Camy RANDOLPH-GILBERT & Jack GILBERT (Eban/82, Kellin/85) 4223 Lemp Ave, Studio City 91604-2922 ••• Cathy & Kerry RATHSAM (Matt/75, Chris/84, Michael/87) 5265 Ave de Despacio, Yorba Linda 92687 ••• Thomas REAPER & Erika THOST (Tristan/86, Clancy/

87, Tobias/92) 3866 Center Ave, Santa Barbara 93110 ••• Paula & Jeff REMMEL (Tenie/82, Christopher/87, Saramaria/90) 4872 Royal Greena Pl, San Diego 92117 ••• Neil RHODES & Julie McKEEHAN (Nicholas/78, Alexander/80) 1328 Clock Av, Redlands 92374 (H) ••• Diana & Eliseo RUIZ (Jessiah/82, Kevyn/92) 10367 Campbell Av, Riverside 92505 ••• Peter & Anne SALAZAR-DUNBAR (Ben/87, Alex/91) SAN DIEGO HOME EDUCATORS, 1052 Lincoln Av, San Diego 92103 (H) ••• Mike & Marcia SARKA (DaleJeremy/87) 22040 Gault #34, Canoga Park 91303 ••• Susan SELVIG & Richard GREENBLATT (Rafy/80, Charlotte/83) 1935-31st St, San Diego 92102 ••• Ray & Kathryn SESSIONS (Patricia/79, Ethan/82, Richard/85) 1041 Dracena Ct, Redlands 92374 ••• Dean SHEARS & Barbara SAWZAK-SHEARS (Dean/86, Bethany/89) 1311 Henshaw Rd, Oceanside 92056 ••• Cindy & Steve SKALE (Kenneth/88, Robin/90) 1036 Oliver St, San Pedro 90732 ••• Cecil & Candy SNYDER (Julian/82, Johnny/86) 20556 Entradero Ave, Torrance 90503 ••• Robert & Elizabeth SOUZA (Jason/75, Jared/80, Jasmin/82, Jillian/84) 2923 Michael Dr, Newbury Park 91320 (H) ••• The TIDWELLS (Teddy/88, Tommy/91) 9041 1/2 Krueger St, Culver City 90232 (H) ••• Michael & Lisa THOMAS (Nicole/86, Benjamin/90, Samantha/92) 4088 Greenwood St, Newbury Park 91320 ••• Steve & Lynn THOMPSON (Michael/84, Daniel/88) 10710 Esther Ave, Los Angeles 90064 ••• Lola & Luis TIRRE (Lana/82, Shelley/85, Livia/88) 207 E El Portal, San Clemente 92672 ••• Eric & Cher TOWNSEND (Sean/80, Melissa/85) PO Box 1085, Idyllwild 92349 ••• Ken & Marsha TUDOR (Colin/82, Carissa/86) 6266 Mayberry Ln, Alta Loma 91737 ••• Linda & Irving VILLATORO (Itiel/90, Isua/92) 818-996-1532 (Van Nuys) ••• Ron & Angela WALKER (Wesley/87, Yolanda/91) 34940 Bouquet Cyn., Saugus 91350 ••• Lee & Edlyn WEST (Eugene/84) 1325 S Bromley Av, W Covina 91790 ••• Katrina & Ken WHITE (Nicole/78, Erica/79, Joe/81, Chris/84) 22416 Little Klondike Rd, Ramona 92065 ••• Elizabeth & Terry WOODFIELD (Sarah/84, Katherine/88) 14852 Laurel Grove Ctr, Irvine 92714 ••• Tom & Marge YEAGER (Phil/83, Cecily/87) 1172 Fetlock Way, Riverside 92506 (H)

CO — Kim & Jim ADAMS (Kalin/89, Lauren/94) PO Box 8009, Durango 81301 ••• Holly & Bill BENDER (Lancelot/90, Donovan/94) 400 Whispering Pines Rd, Boulder 80302 (H) ••• Peter & Valerie BERG (Leif/85, Noah/88) 1495 Riverside Ave, Boulder 80304 ••• Jim & Debbie BODMER (Rachel/87, Jacob/89, Nicholas/91) 1033 E Longs Peak Av, Longmont 80501 ••• Nancy & Mark BOHNE (Kathleen/85, Leigh/87) 5779 E Geddes Cir, Englewood 80112 ••• Kip & Nellie BOYD (Jennifer/79, Brandie/83) 13 Perins Vista Dr, Durango 81301 ••• Deborah & Richard BRUNO (Andrea/87, Richard/91) Like-Minded Homeschool Support Grp, 9801 Morrison Rd, Lakewood 80227 ••• Terrell & Cafi COHEN (Jeffrey/75, Tamara/77) 1499 S Lima St, Aurora 80012-4133 ••• Nancy COLEMAN & Greg WHITEHAIR (Ben/85, Jake/87, Nikki/89) 6006 E Long Pl, Englewood 80112 ••• Sharon & Richard DEKESTHLER (Jurlia/88) 1220 Snowbank Ct, Longmont 80501 (H) ••• Bryan & Tracie DEMING (Amanda/85, Christopher/87) Unschoolers Family Support Grp, 5315 Landgan St, Colorado Spgs 80919 (H) ••• John & Pat EVEREST (Erin/83, Matthew/84, Richard/86, Michael/89) 2914 Richard Dr, Durango 81301 (H) ••• Judy GILLIGAN & David KLINE (Zachary/80, Caitlin/83, Stephanie/85) 1020 Oakdale Pl, Boulder 80304-0748 ••• Bill GRAHAM & Susan LANIER-GRAHAM (Patrick/84) 556 Barclay St, Craig 81625 (H) ••• George & Diana GRING (John/80, Craig/82) 315 Timberline Dr, Durango 81301 ••• Jonathan & Barbara HARSCH (Jonathan/83, Anne/85, Timothy/89) 312 Sun King Dr, Glenwood Springs 81601 ••• Ken & Laurie HUFFMAN (Alex/82) PO Box 186, Divide 80814 (H) ••• Kristin JASPERSE & Charles SJOLANDER (Sean/88) 2816 W Kiowa St, Colorado Springs 80904 ••• Holly KEIFER (Emily/82) 2888 Bluff St #492, Boulder 80301 (H) ••• Ron & Brenda KIESTER (Seth/84, Shey/90) 131 County Rd 11, Gunnison 81230 (H) ••• Jerry & Ann LANGIN-HOOPER (Stephanie/81, Joe/83) 5865 Wilson Rd, Colorado Spgs 80919 ••• Larry & Jeanette LARSON (Arjuna/84, Rani/86) 545 K St, Penrose 81240 (H) ••• George & Kathy LORENTZ (Evan/75, Amanda/80, Tyler/84, Erin/86, Hannah/90, Ethan/92) 31 Pin Oak Dr, Littleton 80127 ••• George & Denise NEWMAN (David/87, Elyse/90) 12447 W 16 Pl, Lakewood 80215 ••• Kiyo & Peggy NISHIKAWA (Karen/84, Stacey/88, Rachel/93) 2420 N 1 St, Grand Junction 81501 (H) ••• David & Cheryl NORTHRUP (Nathan/75, Graham/76, Carey/78, Camella/81, Jonathan/86, Kara/88) 511 S 3 St, Lamar 81052 ••• Susan & Daniel OVIATT (Levi/76, Jessica/78, Jackson/81, Rosanna/83) 619 Acadia Dr, Grand Junction 81503 (H) ••• Shelley & Richard PARTRIDGE (Ryan/86) Magnolia St Rt, Nederland 80466 (H) ••• Joy & Henry SCHULTZ (Aaron/86, Jamie/88) 2715 E Maplewood Av, Littleton 80121-2823 (H) ••• Timothy & Krista STEWART (Rick/81, Ruth/84, Thomas/87) 4492 S Sherman St, Englewood 80110 ••• Herb & Lisa STREHL (Mary/92, Michelle/93) PO Box 839, Wellington 80549 ••• Denise & Ralph SUTHERLAND (Rodger/88, Jennifer/91) 1150 Monroe Dr #D, Boulder 80303 ••• Nancy THERIAULT & Jaxon MORGAN (Hannah/88, Sophie/91) 406 Garfield St, Ft Collins 80524 (H) ••• Amy & Michael WAGNER (Alexander/85, Samuel/87, Maria/90, Michael/92) 7235 Robb Dr, Arvada 80005 (H) ••• Bridget WALSH & Criswell DAVIS (Cole/85, Teagan/90) 2517 Sunrise Ct, Louisville 80027 ••• Kurt & Tighe YOVANOFF (Brenna/79, Maddy/81) NORTHERN CO HOME SCHOOL ASSOC, 4633 Skyline Dr, Fort Collins 80526

CT — Scott & Carol-Anne ALLEN (Patricia/87, Leah/91, George/92) 459 Fabyan Rd, Fabyan 06255 ••• Bernadette BAHNER (Theresa/83, Christopher/84) 48 Rimmon Rd, RR 9, Woodbridge 06525 ••• Stephen & Mary Lynne BOISVERT (Sarah/87, Anna/89) 34 White Oak Av, Plainville 06062 (H) ••• Alison & Larry BRION (Laura/81, Julia/84, Meredith/90) 203-355-4724 (Sherman) ••• John & Wendy CORMIER (Nicole/76, Jason/78, Tyler/88) 662 Highland St, Wethersfield 06109 ••• Peter & Carol DELANEY (Michael & Francis/81, Ruth/85, David/88, Mary/91) 125 Clinton Dr, S Windsor 06074 (H) ••• Carolyn & Dominick DeMASI (Laura/79, Sara/81, Anna/84, Emily/88) 4 Pond Crest Rd, Danbury 06811 (H) ••• Bill & Elizabeth ELDRIDGE (Bryon/81, Sarah/86) 47 Wentworth Dr, South Windsor 06074 ••• Kimberly ENDAHL & Mark TSOCANOS (Nina-Alexandra/84, Nikolas/86, Sebastian/89) 11 Charles St, Darien 06820 ••• Peg FEUREY & Jim KITTLE (Ian/85, Byron/89) 87 Knollwood Ln, New Canaan 06840 ••• Lydia & John FLYNN (Michael/84, Caitlin/87) 9 Corinne Dr, Tolland 06084 ••• Vicki & Mark FRENCH (Sarah/78, Danica/88, Marlee/89) 229 Bundy Hill Rd, Lisbon 06351 ••• Kim & Richard GILLILAND (Richard/91, Tori/93) 27 High St, Deep River 06417 ••• Michael & Caroline GORDON (Kenny/87) 3 River Av, No 2B, Greenwich 06830 ••• Mark & Anne HODGE (Emily/88, James/90, Peter/93) 171 Stamford Av, Stamford 06902 (H) ••• Kevin JONES & Karen GUMPEL (Viola/84, Charlotte/85, Caleb/87, Baby/90) 120 Bradley Rd, Madison 06443 ••• Beth & Tom KING (Alexandra/85, Emily/88) 37 Wellington St, New Britain 06053 ••• Michele LAMY (Acacia/88) 120 Old Hatchery Rd, Kensington 06037 (H) ••• Peter & Ruthmarie LAWLER (Colby/84) 780 Chestnut Hill Rd, Glastonbury 06033-4114 (H) ••• Paul & Laura MASTROPOLO (Lia/83, Anna/86) 224 Brewster Rd, Bristol 06010 ••• Joseph & Donna McDONOUGH (Matthew/84) 154 Haverford St, Hamden 06517 ••• Diane & David METZLER (Danielle/81, Stephen/84) 26 Shorelands Dr, Madison 06443 ••• Walter & Erin MOODY (Samuel/89, Erica/91, Ian/94) 32 East Shore Rd, Ellington 06029 ••• William & Kathryn MULLEN (Nevada/92) 71 Hilldale Dr, Southbury 06488 ••• Theresa & Dwight NEEDELS (Thea/82, Corrie/85) 40 Monroe St, Meriden 06450 (H) ••• Earl & Ellen PAPPALARDO (D.J./83, Eve/89) 70 Linden St, New Britain 06051-2412 (H) ••• Susan & Joseph PIESCIK (Andrea/84, Jeremiah/88) 20 Wells Dr, Farmington 06032 ••• Cheryl & Frank POMERANTZ (Sarah/81, Jacob/86) 39 Storrs Heights Rd, Storrs 06268 ••• Stephen & Lisa SARFATY (Joseph/84) 283 Talmadge Rd, Cheshire 06410 ••• Alan & Joyce SCHAEFFER (Ben/88, Sarah/90) 32 Herrick Rd, Brooklyn 06234 (H) ••• Linda & Dick SCHROTH (Alison/81, Jonathan/82, Brian/84) 48 Long Hill Rd, Cobalt 06414 (H) ••• Roger & Betsy SHAFER (Ben/88, Charlie/90) PO Box 522, Old Mystic 06372 ••• Luz SHOSIE & Ned VARE (Jonathan/79) 22 Wildrose Av, Guilford 06437 (H) ••• Frank & Beth SPENCER (Frank/90, William/92, Kathryn/93) 22 Village View Ln, Farmington 06085 ••• Monika & David STEIN (Noah/86, Sonja/89) 53 Pond Meadow Rd, Ivoryton 06442 (H) ••• Glenn & Amy STEVENS (Corey/89, Molly/92) 30 Duane Rd, Hamden 06514 (H) ••• Herrick & Susan STICKNEY (John/79) 63 Spindrift Ln, Guilford 06437 ••• Ilene TRAIGER & Joseph SHAPIRO (Anne/79, Sally/82, Clara/82, Nathan/89) 73 Blackman Rd, Ridgefield 06877 ••• Shannon VALE & Dennis CORRIGAN (Sean/86, Bridget/89) 84 Delaware Rd, Easton 06612-2106 ••• Cheryl YESBERGER, 214 Child Rd, Woodstock 06281-1513

DE — Timothy & Bonnie BOOKWALTER (Erich/88) 218 Rushes Dr, Bear 19701 (H) ••• Richard & Kathleen BRADY (Sarah/87, Lucas/89, Logan/92) 4313 Verona Dr, Wilmington 19808 (H) ••• Jody & Justin HYATT (Anders/83) 2008 Eden Rd, Wilmington 19810 ••• Russell & Anna KNAPP (Jason/84, Jennifer/87, Alex/92) 107 Farm Av, Wilmington 19810 ••• Jeannie & Al MORRIS (Lindsay/82, Mike/86) 113 Beachfield Dr, Rehoboth Beach 19971 ••• Suzanne & Stephen WYSHAM (Sarah/81) 109 Cambridge Dr, Wilmington 19803 (H)

DC — Hayley & Eric LINDEMAN (Ian/87, Gavin/90) 4614 38th St NW, Washington 20016 (H)

FL — Janet & William BAKER (Noah/80, Dirke/83) 813-789-0203 (Oldsmar) ••• Kevin & Karen BEACH (Evan/80, Megan/83, Erin/86) 3403 67th St Ct E, Bradenton 34208 ••• William & Judith BEALL (Lucius/78, Forest/81) 730 Longboat Ct, Longboat Key 34228 ••• Ralph & Sherry BOAS (Amber/79, Jenny/81, Timmy/83, Toby/92) 19546 Bamboo Bend, Groveland 34736 ••• Karen & Ralph BOVE (Christopher/81, Benjamin/87, Sam/89, Katie/93) 243 Plumosa Rd, DeBary 32713 ••• Carey & Melody COOPER (Aaron/80, Crystal/83, Jeremy/88) 310 W Osceola Ln, Cocoa Beach 32931 (H) ••• Sharon & Louis DEPPE (Amber/82, Mandy/85, Regan/88) 2120 Plainfield Av, Orange Park 32073 (H) ••• Robert & Shirley ECKES (Wil/90, Cole/94) 106 Channel Dr, Lake Mary 32746 ••• Karen & Richard FRANKLIN (Adam/77, Jessica/80, Christopher/83, Andrew/89) 3939 Winfield Rd, Boynton Beach 33436 ••• Mike & Amy GRIGGS (Mike/77, Jake/83) 355 S Highland Av, Green Cove Springs 32043 ••• Jan & Dave HANCOCK (Anna/90, Steve/94) 1260 Alma St, Lakeland 33803 ••• Steve & Cheryl HATFIELD (John/85, Drew/86, Clay/88, Ross/90) 920 SE 17th St, Deerfield Beach 33441 ••• Jamal & Diana HUSSEIN (Sarah/80, Mahmoud/84, Nadia & Hannah/90) 2020 Turpentine Rd, Mims 32754 ••• Kathleen & Chip IACONA (Gwen/80, Anna/81, John/87) 3895 Hield Rd NW, Palm Bay 32907 (H) ••• Karen & Wes KINNEY (Keeley/79, Beau/82) 21293 Burkhart Dr, Port Charlotte 33952 (H) ••• Shelly & Forrest KINZLI (Nathanael/91, Micaella/86) 2466 Whitehall Cir, Winter Park 32792 ••• Rachel & Robert LAYMAN (Trevor/89, Myles/93) 430 Old Spanish Trl, Lantana 33462 ••• Ralph & Virginia LeBRUN (Aaron/75, Johnpaul/81, Jacob/86, Ruth/90, Benjamin/94) Rt 2 Box 785, Crescent City 32112 ••• Sherri & Don LINSENBACH (Devin/79) 4536 SW 14 Av, Cape Coral 33914 ••• Wayne & Reenie MacHARRIS (Michael/81, Molly/83, Kelly/85, Mark/89) 36814 Chestnut Ln, Zephyrhills 33541 ••• Thomas & Robyn MAESEKENTHIN (Matthew/87, Michael/91) 2608 Vaughn Av, Deltona 32725 ••• Mary & Steve MARLOWE (Rachel/87, Hannah/90) 407-588-8039 (Lake Worth) ••• Kerry & Jim McCALL (James/85, Amy/87, Matthew/89, Junemarie/92) 9870 Martinique Dr, Cutler Ridge 33189 (H) ••• David & Kellye McMULLEN (Abalyn/91, Talis/93, Cole/95) 1020 James St, Key West 33040 ••• Gwen & John MEEHAN (Patrick/76) 1520 Briercliff Dr, Orlando 32806 ••• Susie & Ken MICHAEL (Dan/85, Steve/87) 6014 NW 52 Terr, Gainesville 32606 (H) ••• Sandra MIKEL & David SITTES (Max/86, Zoe/91) Rt 4 Box 35, Hawthorne 32640 ••• Gina & Richard MILLER (Erin/87, Ryan/88) 1139 Colony Arms Ct, Lakeland 33813 ••• Lyn MILUM & John McGRATH (Arwen/80, John Michael/88, Justin/93) Homeschool Network, 548 N Lake Pleasant Rd, Apopka 32712-3904 ••• Rachel MOORE (Andrew/89) 32 Baytree Cir, Lantana 33462 ••• Eric & Barbara REINHARDT (Anna/86, Sarah/90) 8512 Sunset Willow Ct, Orlando 32835 ••• Martin & Helen RUBIN Daniel/77, Alexander/81) 921 SW 18 Ct, Ft Lauderdale 33315 ••• James & Tara SENNETT (Gina/82) PO Box 24708, W Palm Beach 33416 ••• Abdul-Salaami Fatimah SHABAZZ (Aina/84) 704 Helen Av, Panama City 32401 ••• Pam & Steve SITNICK (Ian/78, Dylan/81) 150 Paddock Ln, W Palm Beach 33413 (H) ••• Lynn & Tom SOUTHWORTH (Lindsay/84, Nicholas/86) 3623 Mamaroneck Ct, Green Cove Spgs 32043 ••• Kathy & Tony SUERGIU (Elizabeth/82, Juliette/85) 1510 NW 17 St, Homestead 33030 ••• Sandra & James THOMAS (Rachel/83,

BEST COPY AVAILABLE

Vanessa/90) 1449 Lanier Rd, Lakeland 33809 (H) ••• Chet & Terry THOMPSON (Drew/86, Wade/88, Cory/90) 116 E Julia St, Perry 32347 ••• Beth TREPECK (Hayden/86, Cameron/89) 1361 SW 15 St, Boca Raton 33486 ••• Jaye & Michael WILLIAMS (Alex/89) 1810 Bayshore Ct, Englewood 34223

GA — Judy & Gary ALBRIGHT (Logan/82, Audrey/84) 1837 Tree Top Ct, Marietta 30062 ••• Bob & Chris BISHOP (Currie/79, Bethany/81) Free to Learn at Home, 4439 Lake Forest Dr, Oakwood 30566 ••• Joseph & Deborah BRODNICKI (Robert/79) 9740 Manor Ln, Gainesville 30506 ••• Bruce & Barbara BROWN (Anna/79, Joshua/81, Zachary/85) 815 Veeler Rd, LaFayette 30728 (H) ••• Claudia CONN & Jim DURDEN (Aaron/80, Megan/86, Elana/93) 2986 Acworth Due W Rd, Kennesaw 30144 (H) ••• Vanessa & Ian COWIE (Natasha/85, Tristan/89) Rt 3 Box 3171, Dawsonville 30534 ••• Mike & Ellen FOSTER (Derek/83, Ryan/86, Jared/88, Jason/89) 3112 Lake Pt Ctr, Acworth 30102 ••• Susan HODGES & Tim DENNY (Riva/85, Ethan/89) 4130 Old Lexington Rd, Athens 30605 (H) ••• Jerry and Jane Prest HOLCOMB (Dustin/76, Grayson/80) PO Box 2161, Columbus 31902 ••• Roy & Mary HOOD (Sam/78, Ginny/80, Dan/83, Laura/86) PO Box 2524, Cartersville 30120 (H) ••• Mark & Diane JOHNSON (Lindsey/82, Mark/84, Alex/86 Mathew/88, Wesleigh/91, Hannah/94) 1541 Brookshire Rd, Acworth 30102 (H) ••• Jon & Esther LILLEMOE (Sarah/75, Ethan/84, Rachel/88) 3143 Semmes St, East Point 30344 (H) ••• Derek & Kristen MADDOX (Ian/83, Emily/86) 98 Red Fox Run, Warner Robins 31088 (H) ••• Catherine & Bill McKEE (Jessica/87, Michael/92, Anna/94) 605 Carrack Ct, St. Marys 31558 ••• Robert & Cathy MORRIS (Megan/77, Rob/79, Andy/84) 211 Earlwood Dr, Dublin 31021 ••• Angela & Charles OTT (Christina/82, Caren/85) 322 Steele Wood Dr, Richmond Hill 31324 (H) ••• Sparks & Linda RAMEY (April/75, Mark/79) 7180 Cane Leaf Dr, Fairburn 30213 ••• Steve & Leslie RETCHKO (Jesse/81, Mary/82, Jake/84, Jed/87) 1450 Hessie Ln, Sugar Hill 30518 ••• Dick & Pam ROE (Richard/82, Kate/86, Emily/88) 3224 Kensington Rd, Avondale Estates 30002 (H) ••• Greg & Vivien SCOTT (Michael/77, David/80) 3258 Long Indian Creek Ct, Alpharetta 30202 ••• John & Diane SINCLAIR (Daniel/85, Nathan/89) 978 Windmill Ln, Evans 30809 (H) ••• Julie & Michael SQUIRES (Elizabeth/88) 6410 Wright Rd, Atlanta 30328 (H) ••• Spiros & Dale VOSTITSANOS (Sara/78) 706-754-5719 (Clarkesville) ••• Glenn & Ronder YOUNG (William/81, Alec/83, Ian/88) 1420 Shenta Oak Dr, Norcross 30093

HI — Heather & Anson BERNAL (Noah/89, Tasha/90, Forrest/94) 87-221 Ohiohi Pl, Waianoe 96792 ••• Linda INOUYE & Brad LAU (Katy/84, Emily/87) Friends Learning at Home, PO Box 3476, Mililani 96789 ••• Janet KRUSE (Laurel/83) 535 Nowela Pl, Kailua 96734 ••• Rita & James LEONARD (Benjamin/79, Alexander/86) PO Box 832, Hilo 96720 ••• Mike & Robyn LUEDERS (Jacob/85, Benjamin/87, Abram/89) 1803 A Fox Blvd, Honolulu 96818 ••• Margaret & Higgins MADDIGAN (Caitlin/88, McKenzie/91) Lahaina Market Place, Lahaina, Maui 96761 ••• Gail & Jordan NAGASAKO (Thumper/83) Maui Home Educators, 777 Kolani St, Wailuku 96793 ••• Tina SIERRA & Dwight D'ARMAS (Ku'ulei/87) 2558 Ainaola Dr, Hilo 96720 (H) ••• Nicole TERGEOGLOU & David SHEEHAN (Ariel/82, Dylan/85, Dimitri/87) PO Box 35, Laupahoehoe 96764 (H)

ID — Betsy & Art AYERS (Sadie/85, Emma/89, Hannah/91) 1515 Everett, Caldwell 83605 (H) ••• Donovan & Linda BRAMWELL (Erika/76, Christian/78, Brian/80, Jordan/82, Isaac & Alex/86, Jessica/88) 322 N 3220 E, Lewisville 83431 ••• Claudia & Larry BROSNAN (Anne/77, Gaea/79) 6179 N Pierce Pk Ln, Boise 83703-2964 ••• Linda GARDNER-MASTERS & Norman MASTERS (Gamaliel/79) 3027 Hwy 95, Council 83612 (H) ••• Patty & Tom GORMAN (Jill/82, Holly/85) 4412 E Split Rock Rd, Hayden Lake 83835 (H) ••• Mike HUBBELL & Liz CANNON-HUBBELL (Chris/78, Lori/81, Kerry/87) Rt 4 Box 617, Bonners Ferry 83805 (H) ••• Kelly KOTEWA-VELDEY & Greg VELDEY (Gemma/86, Nolan/90) 6913 Ashland Dr, Boise 83709 (H) ••• John & Kerry KUHN (Kevin/86, Molly/90, Madilyn/92) 4120 Wisteria Way, Boise 83704 ••• Rosalind LIVINGSTON (Tyler/82, Colin/88, Gayle/90) 2615 N 4th St #455, Coeur D'Alene 83814 ••• Gerald & Afton ONDRICEK (Crystal/79) 850 E. Countryside, Idaho Falls 83404 (H) ••• Pam PRUITT & Fred YAPUNCICH (Kate/83, John/88) 175 Tautphaus Dr, Idaho Falls 83404 (H) ••• Weezil & Karen SAMTER (Gretchen/78, Mogley & Naomi/81, Roselle/82) HCR 01 Box 325, Naples 83847 (H) ••• Paul & Betty THOMAS (Chava/90, Ariel/94) 9835 W Sunflower Ln, Boise 83704 (H) ••• Karla WADE (Alies/87) 6708 Pomona Rd, Boise 83704 (H)

IL — Rick & Suzanne ACKERSON (Aaron/81, Samuel/92) 215 Washington St, Park Forest 60466 ••• Gary & Beverly ADAMS (Jay/79, Joe/87, Sarah/89) 610 Lila Ct, New Baden 62265 ••• Steve & Marti ADELSMAN (Aaron/74, Ethan/77, Paul/80) 5904 W Race Av, Chicago 60644 (H) ••• The ALOIA family, Rt 2 Box 31, Ellsworth 61737 ••• Kevin & Suki BALDWIN (Jeanne/88, Sarah/91) 1452 Andover Dr, Aurora 60504 (H) ••• Dan & Toni BARRY (Snow/87, Renee/88, Jensen/89, David/89, Jasmine/90, Theodore/92, Grace/93) 109 S Washington, Rochelle 61068 ••• Dan & Marcia BENNETT (Audrey/81, Teddy/90) 814 E Benton, Naperville 60540 (H) ••• Ken & Julie BERGENER (Charlene/86, CJ/91) 9804 Applegate Dr, Roscoe 61073 ••• Tom & Wanda BERRY (Quinn/82, Caitlin/85) 2949 Willow Rd, Homewood 60430 ••• Diane & Andy BLACK (Michael/88, Margaret/90) 2516 W Jarvis #2, Chicago 60645 (H) ••• Bruce & Sharon BOYD (Branduin/78, Aurora/81, Mariah/84, Jaxon/88) 1321 4th St, Moline 61265 (H) ••• Mary BRONSTEIN & Eduardo CANTORAL (Leza/81, Lev/92) 29 W533-C Country Ridge Dr, Warrenville 60555 (H) ••• Brett & Laura BRUNER (Zach/90) 712 LaSalle St, Ottawa 61350 ••• Greg & Linda BRUNET (Kimberly/83, Alissa/87, Patricia/91) 1351 Lilac Ln, Carol Stream 60188 ••• Keith & Elizabeth CAMERON (Cheryl/80, Paul/84) 2038 Cty Rd 125 E, Mahomet 61853 (H) ••• Lindsay & Mark CATLIN (Peter/84, Andrew/89) 1513 18th Av Ct, Silvis 61282 ••• Beth COUGHLIN & David WANG (Elise/84, Aaron/89, Hannah/91) 701 E Prospect Av, Lake Bluff 60044 (H) ••• Quinn & Cathy CRAWFORD (Madeleine/86, Patrick/88, William/90) 2365 High Pt Dr, Lindenhurst 60046 ••• Dean & Mary DiCARLO (Adam/82) 18321 Riegel Rd, Homewood 60430 ••• Patty DOHERTY & Don NOYCE (Kyle/83, Breanna/85, Elliot/90) 23423 N Hampton Rd, Chillicothe 61523 (H) ••• Tricia & Keith DREVETS (Paul/88, Megan/91, Peter/93) 1415 Judson Av, Evanston 60201 ••• Harvey & Ellie DUNHAM (Zach/83, Calvin/86, Hannah/88, Tessa/90) 409 Hill Av, Glen Ellyn 60137 (H) ••• Rhonda ERICSON (Lauren/87) 919 Westchester Dr, Rockford 61107 ••• Heather & Ron FISHER (Chris/85, Tim/86) 218 Richards, Geneva 60134 ••• Jeff & June FLEMING (Justin/78, Jason/80) 6 Larch Dr, Olney 62450 ••• Janet & Bruce FLETCHER (Catherine/82, Becky/84, Megan/88) 1159 S Taylor, Oak Park 60304 (H) ••• Lori & Joaquin GARCIA (Esther/78, Jesse/82) ONO13 Nepil Av, Wheaton 60187 ••• Jan GERENSTEIN & Nick VASILOPOULOS (Eli/79) 916 Grove St, DeKalb 60115 ••• Vicki & Phil GERVAIS (Nicholas/85) 2322 N Newland, Chicago 60635 (H) ••• John & Susan GIBSON (Elizabeth/90, Rhiannon/94) 536 Creekwood Ct, Apt C, Westmont 60559 ••• Michael GOCEK & Deborah CUNEFARE (Ted/78, Melissa/84, Patrick & Sarah/92) 507 Brierhill Dr, Round Lake Park 60073-3041 ••• Ilana & Ezra GOLDMAN (Yaron/75, Gideon/84, Abigail/87, Rebbeca/91) 1720 Shagbark Ct, Naperville 60565 ••• Patricia & Philip HAHN (Andy/76, Jeremiah/77, Katherine/83) 3426 W 166 St, Markham 60426 (H) ••• Vicki HARDER & Mark THORNE (Evan/87, Griffin/93) 740 Maple Ln, Hoffman Estates 60194 ••• Barb & Larry JOHNSTON (Jessica/84, Mark/87) 14528 Canvas Back Ct, Lockport 60441 ••• Bruce & Debbie KAPLAN (Brian/78, Kevin/81, Amy/84, Jacob/87) 312 Bell Dr, Cary 60013 ••• Foreli & Mark KRANARIK (Delfini/90, Jeanlu/92) 2132 Leaf River Rd, Mt Morris 61054 (H) ••• Karolyn KUEHNER & Larry GRAY (Soffia/94) 10859 S Longwood Dr, Chicago 60643-3312 (H) ••• Leonard & Joyce KUHL (Nathan/81, John/84) 635 Superior Ave, Calumet City 60409 (H) ••• Kate & Jim KVASNICKA (Emily/88, Joseph/91, Jacob/94) 1510 Elmwood Av, DeKalb 60115 ••• Paul & Mary LEGLER (Shannon/85, Kari/87, Don/89) 3416 E 2179th Rd, Ottawa 61350 ••• Jane MASTERSON & John TREDON (Rachel/85) 5107 S Blackstone #1006, Chicago 60615 ••• Michael & Patti MILLS (Elijah/88, Erica/89) 8205 WonderView Dr, Wonder Lake 60097 ••• Jane & Saul MORSON (Emily/89) 215 Adler Ln, Libertyville 60048 ••• Karen MUNDT (Sonja/77) 2828 N Kostner, Chicago 60641 ••• Andreya & Bill NATKIN (Mara/87, Clara/90) 3111 W Jarvis, Chicago 60645-1113 ••• Pete & Terri PACINI (Peter/88, Devin/92, Corey/95) 108 Austin Av, Carpentersville 60110-1506 ••• Ramachandran PUTHUVAL & Terry QUAIN (Sarala/83, Kannan/85) 105 S Ellsworth St, Apt 1, Naperville 60540 (H) ••• Danny & Audre RATHBURN (Leon/78, Andrew/81, Charlotte/85) 277 Lessenden Pl, Elgin 60120-7705 ••• Tim & Sue RERICHA (Loryn/93) RR 1 Box 89, New Berlin 62670 ••• Andrea & Dave RUSIN (Victoria/82, Nicholas/84) 604 N 6th, Dekalb 60115 (H) ••• Robert SCHORDJE & Laura HALL-SCHORDJE (Noel/85) 3144 N Neenah, Chicago 60634 ••• Rosalie SCHULTZ, 3755 N Kedzie Ave, Chicago 60618 ••• Elizabeth & Douglas SEARLES (Mackenzie/88, McCleary/92) 203 S Main St, Mt Carroll 61053 (H) ••• Marty & Deb STOERGER (Vincent/80, Benjamin/81) 1019 N 800 East Rd, Bement 61813 ••• John & Pat TETZLAFF (John/80, Danny/84, Leah/88) 1424 Loch Lomond Dr, Crystal Lake 60014 ••• Rick & Diane TOLER (Daniel/86, Sara/88) 1616 Allen Ln, St Charles 60174 ••• William TORTORIELLO & Dawn MURTAUGH (Max & Lani/86) 20401 Harvard Hills Rd, Harvard 60033 ••• Linda & Eric TURNROTH (Jonathan/80, Molly/86) 3000 Middle Dr, Rock Falls 61071 ••• Richard & Leona URBANEK (Jason/78, Jonathan/80, Roxanne/84, Stephanie/88, Gaylene & Valerie/92) 991 Quarry Rd, Kirkland 60146 (H) ••• Martin & Shirley WEISENBURGER (Martin/85) 3807 W 60 St, Chicago 60629 ••• Betty WILFONG (Sarah/82, Erica/87, Adrienne/89) 6155 N Moody, Chicago 60646 ••• Matthew & Marilyn WOJDAK (Jena/78, Brian/80, Ben/82, Jesse/84) Rt 1 Box 89, Brighton 62012 (H)

IN — Terry & Pam AHEARN (Tim/71, Dan/73, Bridget/77, Brendan/79, Myles/81) 7048 Forest Ave, Hammond 46324 ••• Carolyne ANDERSOHN & Kevin HORTON (Amy/83, Ben/88) 51412 Lilac Rd, South Bend 46628 ••• Anselma & Matthew ASHLEY (John/89, Hannah/93) 22839 Arbor Pointe Dr, S Bend 46628 81 Barbara & Craig BENSON (David/86, Alexander & Andrew/89) 9577 E State Rd 45, Unionville 47468 (H) ••• Tom & Marian BEVER (Mark/78, David/81) 10903 Pleasantview Dr, Carmel 46033 (H) ••• Susan & Ted BLODGETT (Megan/80) Oakwood Farm Community, 3801 S Co Rd 575 E, Selma 47383 (H) ••• Richard & Sharon CARGIN (Luke/82, Levi/86, Timothy/88) 256th Av NE, LeMars 51031 (H) ••• Suzanne CARTER & Paul BURKETT (Ian/71, Shaun/78, Patrick/86, Molly/88) 622 S 22 St, Terre Haute 47803 ••• Crystal CARTMELL & Michael CASSADY (Skyler/78, Jerod/82, Lake/84, Ross/86, Galen/88, Mason/91) 6785 Lampkins Ridge Rd, Bloomington 47401 ••• Linda CHAPMAN & Deryl DALE (Macy/82, Anna/85) Box 435 Rt 1, Spencer 47460 ••• Donald & Carolyn DUGGAN (Erica/86, Boise/88, Seamus/92) 4111 Forest Green Dr, Newburgh 47630 ••• Wayne & Ada JOHNSON (Lonnie/80, Julie/81, Crystal/82, Kayla/83) HC 71 Box 255, Windy 42655 ••• John KLYCE & Penny MARSH (Ted/82, John/84, Jeff/84) 7070 N Caldwell Rd, Lebanon 46052 ••• Richard & Sandra MERRION (Rob/74, Rebecca/77, Tiffany/82) 223 S 300 E Rd, Danville 46122 (H) ••• Susan & Jim METHENY (Samantha/75, Nathan/80, Drew/83) 23367 Greenleaf Blvd, Elkhart 46514 (H) ••• Barbara & Daniel O'BRYAN (Eoin/89) 3291 N Chianti Dr, LaPorte 46350 ••• Gerald & Mardee PAGAC (Brook/77, Zack/79) RR1 Box 215A, Pittsboro 46167 ••• Van & Penny PIERCY (Patrick/93) 6660 N Utt Dr, Bloomington 47408 ••• Kim & Andrew PYFER (Jon/82, Drew/84, Clay/88, DJ/90) 30605 Edgewater Dr, Elkhart 46516 (H) ••• Mark & Alesha REEVES (Colt/85, Lindy/87, Cody/89, baby/92) RR 3 Box 277, Veedersburg 47987 ••• John & Regina REITER (David/82, Adam/86, Simon/89) 1618 Southeast Blvd, Evansville 47714 (H) ••• Sheryl & Stephen SCHUFF (Emilie/79, Reuben/81) 8156 Lieber Rd, Indianapolis 46260 ••• Sharon SCHWEIZER (Dawn/81, Dianne/83) PO Box 26796, Indianapolis 46226-0796 ••• Jim & Kate SMITH (Ulrich/72, Molly/74, Maggie/83) 6014 N Morristown Rd, Shelbyville 46176 (H) ••• Donna STORM, 7633 Shilo Rd, Unionville 47468 ••• Jim & Phyllis TUBESING (Kelly & Robin/80) 932 Beechwood Ln, Indianapolis 46227 ••• Lynn WEDDLE & Steve CORDELL (Cara & Eliot/83, Dan/85, Kali/93) R5 Box 368, Nashville 47448 88 Neil & Susan WEINTROB (Elizabeth/81, Teddy/83) 4604 N Tillotson Av, Muncie 47304 ••• Tom & Lynn WEISS (Kurt/79, Cory/83, Kelly/85) 14300 Browning Rd, Evansville 47711 ••• Steve & Pamela WHEELER (Scott/83) 601 Middle St, Newburgh 47630 (H) ••• Jill WHELAN & Chuck

BEST COPY AVAILABLE

MULLEN (Andrew/85, Patrick/91) 1714 E 51 St, Indianapolis 46205 (H) ••• Sandy & David WHITE (Benny/83, Janna/85) 1512 5th St, LaPorte 46350 (H)

IA — Claudia BARBER & Garry BUETTNER (Daniel/74, David/76, Adam/80, Elisabeth/82) 910 Rider St, Iowa City 52246 (H) ••• Terri BENSKY & Ernie FREDRICKSON (Caleb/89) Rt 2 Box 143, Afton 50830 ••• William & Roberta BERRY (Thomas/89) 9609 Hammontree Dr, Urbandale 50322 ••• Janine & Doug CALSBEEK (John/86, Ann/92) PO Box 185, Orange City 51041 (H) ••• Sharon & Rich CARGIN (Luke/82, Levi/86, Timothy/88, Sarah/90) 25 6 Av NE, LeMars 51031 (H) ••• Molly COXE & Craig CANINE (Will/88, Franny/90) 796 Coolidge St, Norwalk 50211 (H) ••• Drew & Larraine FALK (JD/74, Emilia/81, Alisa/83, Amy/84) 1215 Glenview Ctr N, Fairfield 52556 ••• Randy & Karen GRABOWSKI (Jennifer/84) 922 W 10th St, Cedar Falls 50613 ••• David & Mary KENYON (Dan/80, Beth/82, Michael/87, Rachel/88, Matthew/93) 2094 220th St, Independence 50644 ••• Dawn & David KIMBLE (Casey/82, Salem/84) 1026 65th St, Windsor Hts 50311 (H) ••• David & Karen LAVENDER (Brendan/85, Siobhan/87) PO Box 98, West Branch 52358 ••• Becky LEACH & Bill TURNER (Elnora/87, Grace/91) 2301 S Henry St, Sioux City 51106 ••• Steven MOORE & Paula LAWSON-MOORE (Benjamin/82) Rt 5 Box 238, Iowa City 52240 ••• Sylvia & Ben OLSON (Sky/82, Grant/85) RR1 Box 114, Pocahontas 50574 (H) ••• Carey & Sharon PHILLIPS (Alex/83, Stephen/85, Christian/87) RR 5 Box 68A, Sioux City 51108 (H) ••• Sue & Van RADOSTI (Adriana/86, Kay Lea/90) 1004 South St Mary, Sioux City 51106 ••• Susan & Jeff ZACHARAKIS-JUTZ (Frances/84, Reuben/86, George/88, David/92) 5025 120th St NE, Solon 52333-9155 (H)

KS — Cindy & David BRUBAKER (Ryan/76, Josh/78, Derek/80) 6501 Odessa, Wichita 67226 ••• Scott & Judy EDWARDS (Steven/80, Katie/88) Rt 1 Box 155, Bison 67520 ••• Beth Anne MANSUR & Richard HECKLER (Rose/83, Taj/86) 1217 Prospect Av, Lawrence 66044 (H) ••• Susan MAYO & Massar ISLAM (Chloe/90) 200 W 93 St N, Valley Center 67147 ••• Phil & Julie NORRIS (David/83, Abigail/84, Hannah/97) 733 N 6th St, Sterling 67579 (H) ••• Susan & Don PEACH (Elliott & Clark/89) Rt 1 Box 28A, Rush Center 67575 ••• Tom PETERS & Barbara MICHENER (Arthur/84, Josephine/87) RR 1 Box 496, Perry 66073 (H) ••• Jain & Ed SMITH (Mackenzie/84, Chelsea/86) 1300 S Esplanade, Leavenworth 66048 (H) ••• Leonard & Stacey STEWART (Heather/90, Cameron/92) PO Box 63, 215 Main St, Dwight 66849 ••• Meryl & Cliff VOGH (Kendall/85) 1010 Colorado St, Manhattan 66502 (H) ••• Diana & Kelly WERTS (Molly/89) 5901 Delmar, Fairway 66202 ••• Elaine & Mike WILLIAMSON (Katie/81, Betony/83, Willow/86, Jonathan & Pippin/89) Rt 1 Box 130, Lyons 67554 (H)

KY — Rachel & Mark BATTEY (Sam/85, Astrid/87, Zane/92) 7732 Hollywood Dr, Florence 41042 ••• Michael FOGLER & Suzanne McINTOSH (Benjamin/88) 722 Bishop Dr, Lexington 40505 (H) ••• Janet & Dick FUTRELL (Brook/80) Madison County Homeschool Assoc, 239 Reeves Rd, Richmond 40475 ••• Weston & Cindy GADDIS (Eric/87, Abigale/89, Eli/91, Adam/92, Alexander/94) 928 Turnberry Dr, Richmond 40475 (H) ••• Sylvia & John GORDINIER (Jacek/87, Stephen/92) 3122 Running Deer, Louisville 40241 (H) ••• Dave & Leora GROVES (Timon/75, Austin/80) 1558 Oxford Dr, Murray 42071 ••• Michael & Patricia HERSEY (Gabe/82, Nora/84, Spark/86, Rosie/90, Forrest/92) PO Box 435, Ghent 41045 (H) ••• Gene & Beth KLEPPINGER (Benjamin/86, Jonathan/88) 100 Bridge Av, Berea 40403 ••• John & Meg McCLOREY (Christopher/83, Meriwether/86) Kentucky Independent Learners Network, PO Box 275, Somerset 42502 ••• Leslie McCOLGIN & George KENNEDY (Candra/84, Calen/87) RR 1 Box 146, Cunningham 42035 (H) ••• Jane RANSDELL & Tom GREEN (Margaret/90, Joseph/94) 912 Elm St, Bowling Green 42101-2224 ••• Margaret TRIBE & Dan GOLDBERG (Noah/79, William/83) 770 Rocky Hill Rd, Columbia 42728 ••• Chuck & Lydia WHITFORD (Ravi/83) 1924 Wrocklage Av, Louisville 40205 ••• Pat & Greg WILLIAMS (Cam/79, Evan/82) Rt 1 Box 302, Gravel Switch 40328

LA — Bob & Leigh BOLING (Tim/81, Susan/84, Andrew/87) 4613 General Ewell, Bussier City 71112 ••• Marie BREAUX (Gerard/82) 1204 Front St, Morgan City 70380 ••• Clayton & Angela DECOTEAU (Dean/81, Lela/85, Meagan/89) 45198 Fontenot Rd, St Amant 70774 (H) ••• Mike & Janet FERGUSON (Ben/83, Patrick/86) 2152 Valentine Ct, New Orleans 70114 (H) ••• John & Shannon LANDRY (Rachel/82, Justin/86, Sarah/91) 40798 Hayes Rd, Slidell 70461 ••• Sheila MURPHEY & Nicholas TRENTICOSTA (Cecilia/83, Miles/88) 2006 Cadiz, New Orleans 70115 (H) ••• Car OLIVER, (Autumn/76, Adam/79) 5729 Western Dr, Lake Charles 70605 ••• Kim PICKETT & Rory DePAOLIS (Joshua/88, Caleb/91) 18195 Holly Ridge Dr, Hammond 70403 (H) ••• Lateefah Imani Ahmad POLK (Shahidah/82, Kaleemah/84) PO Box 71576, New Orleans 70172-1576 ••• Tracey & Thomas SHERRY (Jenna/85, Jacob/88) 6055 General Meyer Ave, New Orleans 70131 (H) ••• Lynn & Bill VINCENT (Dylan & Julia/84) 18690 Magnolia Estates, Prairieville 70769-3204 (H) ••• Dennis & Alyce WISE (James/85, Danielle/90) 59126 Hwy 433, Slidell 70460 (H)

ME — Susan ATWOOD & Thomas WHALEN (Brian/83, Michael/85, Joseph/88) RR 1 Box 189A Rt 5, Hollis 04042 ••• Jim BERGIN & Judy GARVEY (Matthew/77, Daniel/80) RR1 Box 3215, Surry 04684 (H) ••• Bonnie BLACK (Mari/86, Glenn/88) 381 Deering Av, Portland 04103 (H) ••• Patricia BLACKMER (Jessie/82, Ned/84, Thomas/86) PO Box 28, Greenville 04441 (H) ••• Jan & Cam BOPP (Ritter/87) PO Box 312, Farmington 04938 ••• Janet CAMPBELL & Stephen RYAN (Joshua/90, Micah/92) RFD 1 Box 317A, Houlton 04730 ••• Nancy DEWEY & Michael WOOD (Megan/84, Felicity/87) PO Box 235, Deer Isle 04627 ••• Karen DOHERTY & Mark PUGLISI (Emily/89, Noah/93) HCR 33 Box 408, Manset 04656 ••• Thomas & Mary ECKSTEIN (Michael/83, Marie/86, Peter/88) RR 2 Box 54, Sebago Lake 04075 ••• Margaret & Ronald EDMONDSON (Joe/78, Anna/79, Emily/82) 41 Oak St, Mechanic Falls 04256 (H) ••• Ruth EVELAND & John O'BRIEN (Joel/88, David/91) RR 1 Box 1965, Bar Harbor 04609 (H) ••• Anne & Bill FITZGERALD (John/74, Kyle/82) RFD 2 Box 250A, Ellsworth 04605 (H) ••• Martha & Walt GRADY (Ryan/83, Jessica/86) 14 Foreside Rd, Topsham 04086 (H) ••• Elizabeth GRAVALOS & Arthur HARVEY (Emily/76, Max/80) Canton (H) ••• Mary Ann HALE & Dick HANELIUS (Jessica/84) PO Box 6, Bass Harbor 04653 (H) ••• Chris & Betsy HALL-WEAVER (Taryn/86, Curtis/87, Molly/89) PO Box 1084, Rangeley 04970 ••• Ellen HIRSHBERG & Guy PETTY (Mac/83, Dean/86) 54 Crockett Neck Rd, Kittery Pt 03905 (H) ••• William & Lorraine HOYT (Joanna/81, Zachary/86) 44 Raymond Hill Rd, Raymond 04071 ••• Ken & Constance JONES (Andrew/84, Alan/85) 127 Leland St, Portland 04103 ••• Tim & Ellen KETCHAM (Susan/75, Donald/77, James/77, Colin/89) RFD 4 Box 5500, Farmington 04938 (H) ••• Denis LEDOUX & Martha BLOWEN (Zoe/80, Max/82) RR 1 Box 452, Lisbon Falls 04252 (H) ••• Janie MATRISCIANO & Joe EDWARDS (Jamie/85, Maddy/87) Rt 1 Box 483, Readfield 04355 ••• Roberta & Robert MOSENFELDER (Robert/79, William/82) 32 Pleasant St, Holton 04730 ••• Sune & Patricia NOREEN (Rosa/81, Lisa/86) Jonesport Shipyard - Main St, PO Box 214, Jonesport 04649 (H) ••• LouAnn & Royce PERKINS (Reuben/80, Jonathan/82) Rt 1 Box 22-C, Penobscot 04476 (H) ••• Aimee & Dennis PERRIN (Jamie/80, Camille/85, Jonas/90) 19 Stimson St, Kittery 03904 (H) ••• Tina & David PLUMMER (Birch/82, Athena/90, Cassandra/92) PO Box 1614, Rockland 04841 ••• Bob & Annie POOLE (Tobias/86, Estelle/88, Vita/93) RR 1 Box 106, Brooksville 04617 ••• Barbara & Rick PROSE (Sophia/88, Celeste/91) PO Box 120, Hilton Rd, Denmark 04022 (H) ••• Debuse ROHDIN & Scott SMITHNER (Chaya/80, Sheleta/81, Lucas/83, Colleen/84, Jolana/88) RD 1 Box 4390 Wilson Rd, W Pittsfield 04967 ••• Rob & Andrea ROSENBERG (Noah/79, Laura/82, Annie/86, Tommy/89) 1859 Congress St, Portland 04102 (H) ••• Anne & Jeff SAWYER (Ben/86, Erin/88) Bass Harbor 04653-0097 ••• Debra SCHRADER & David HILTZ (Abigail/95) PO Box 57A, Isle Au Haut 04645 (H) ••• Earl & Linda STEVENS (Jamie/80) 25 Belmeade Rd, Portland 04101 ••• Will & Mary TAYLOR (Benjamin/86, Caleb/88) PO Box 151, Sedgwick 04676 ••• Kathy & Doug VANGORDER (Jake/87, Thomas/89, Bethany/92) Box 189 A Richtown Rd, W Tremont 04690 (H) ••• Lucy & Chris WAGNER (Erik/85, Elaina/87) 113 Fowler Rd, Cape Elizabeth 04107 ••• Pat WILLETTE & Tim JONES (Alexander/87, Nicholas/90) HC 70 Rt 219 Box 145, N Turner 04266

MD — Michael ABRAHAMS & Susan WHITE (Miranda/85, Rosa/88) 19920 White Ground Rd, Boyds 20841 (H) ••• Glenn & Ramona ANGUS (Sarah/79, Morgan/90) 992 Waterview Dr, Crownsville 21032 ••• Michael & Zelda BELL (Adam/80, Jessica/83, Connor/89, Gabriel/92) 8515 60th Pl, Berwyn Hts 20740 ••• Vicki & Doug BIVENS (Douglas/85, Darren/87) 11551 Buckskin Ct, Lusby 20657 ••• Lois BLUMENTHAL, 1132 Beechwood Dr, Hagerstown 21740 ••• Monique & Daniel BRADBURY (Lara/92) 13100 Deer Path Ln, Germantown 20874 ••• Jeanne DEIGNAN-KOSMIDES & George KOSMIDES (Ariana/84, Justinian/87) 19 Sunday Ct, Reisterstown 21136 (H) ••• Mary & Tom DIXON (Andrew/90, Anna/92, Maggie/94) 17705 Cliffbourne Ln, Derwood 20855 ••• Lois DWYER (Janice/79, David/82) 1132 Beechwood Dr, Hagerstown 21742 ••• Pam Glaser & Marc ERNSTOFF (Kobi/86, Martha/88) 6557 Walnut Grove, Columbia 21044 (H) ••• Donna & John FARRELL (Daniel/76, Michael/85) 6608 Deer Park Rd, Reisterstown 21136 ••• Diane & Carl FOLTZ (John/80, Anna/82, David/88) 75 Orchard Dr, Gaithersburg 20878 ••• Leif GARBISCH & Kerry FLETCHER-GARBISCH (Amaran/87, Jirina/89) PO Box 66, Trappe 21673 ••• Esther GEIGER & Joel SNYDER (Emerie/83) 8401 Barron St, Takoma Park 20912 ••• Nancy & Bill GREER (Glen/88, Lane/92) 1688 Belhaven Woods Ct, Pasadena 21122-3727 (H) ••• Susan & Ed HOCHSTEDT (Kirsten/81, Ed/83, Erik/87) 56 Cherrywood Ct, Hunt Valley 21030 ••• Jim & Jenny HOERST (Kendra/87, Ben/89, baby/92) 11415 Walpole Ct, Bowie 20720 (H) ••• Renee HOHREIN (Melanie/87, Evan/90) 303 Royale Dr, Baltimore 21226 ••• Cathy & Thomas HUDSON (Carl/84, Bradley/86) 6018 Old Lawyers Hill Rd, Elkridge 21227 (H) ••• Lawrence & Gretchen KAHN (Meghan/82, Emily/85) 4933 Green Valley Rd, Monrovia 21770 ••• Lou & Maritta KISSEL (Ezra/81, Lorin/84) 351 Linton Run Rd, Port Deposit 21904 (H) ••• Michael & Cathy KUHN (Brad/73, Erich/84) 5916 Glenoak Av, Baltimore 21214 ••• Tamah KUSHNER & Greg DAVIDSON (Arik/88, Gavrielle/91) 306 Hannes St, Silver Spring 20901 ••• Jim & Janet LATHAN (Corinna/67, Catherine/70, Kenneth/78, Allyssa/80) ANTIETAM FAMILY EDUCATION, 418 Robinwood Dr, Hagerstown 21740 (H) ••• Theresa LUI (Jeesin/77, Michael/80, Victoria/85) 10809 Beech Creek Dr, Columbia 21044 ••• Anand & Susan MODAK (Mark/85, Johanna/89) 8129 Hallmark Pl, Gaithersburg 20879 ••• Don & Jean NORTHAM (Chris/76, Eric/77, Jeffrey/83) 11505 Cornwall Rd, Friendship 20758 (H) ••• Al & Martine PALMITER (Dean/88, Olivia/91) 14220 Dennington Pl, Rockville 20853 ••• Jean & Dean PFEIFER (Justin/77, Holly/78, Fawn/79, Lance/81, Drew/87) 322 Laburnum Rd, Edgewood 21040 ••• Debbie & Charlie RIDER (Alex/87, Thomas/88, Kerianne/90) 502 W Green St, Middletown 21769 (H) ••• Sandi & Craig ROBERTS (Erin/76, Shawn/78, Brian/81, Kevin/85, Tara/83) 925 Huffmaster Rd, Knoxville 21758 (H) ••• Betty & Bruce ROTH Chava/83) 2541 Barnes Ln, Edlersburg 21784 (H) ••• John & Linda SALB (Philip/97, Nicolas 90, Zander/93) 19012 Jamieson Dr, Germantown 20874 ••• Erin & Amy SCHRAM (Sharavah/86, Fiona/87) PO Box 3213, Laurel 20709 (H) ••• Fred & Thelma SCOTT (Phoebe/76, Sarah/78) 10058 Waterford Dr, Ellicott City 21043 (H) ••• Dan & Evdie SEARLES (Corey/86, Annie/90) 13344 Bottom Rd, Mt Airy 21771 ••• William SEXTANT & Celia GREENBERG (Miriam/86, Sarah/91) 5488 Endicott Ln, Columbia 21044 ••• Manfred & Jeannie SMITH (Jamie/77, Jesse/81, Darcy/87) MD HOME EDUCATION ASSOC 9085 Flamepool Way, Columbia 21045 ••• Sara SMITH (Briana/83) 5515 Yorkshire Dr, Camp Spgs 20748 ••• Jerome & Deborah SOLINAS (Elizabeth/83, Kathryn/86, Kristin/88) 3105 Cardinal Dr, Westminster 21157 ••• Caroline & Ben STEEN (Avery/92, Claire/94) 3410 Brethren Church Rd, Myersville 21773 ••• Bill & Susan STREAKER (VJ/83, Joseph/89) 13300 Frederick Rd, W Friendship 21794 ••• Madeline TODD, 2924 Southwater Point Dr, Annapolis 21401 ••• James & Judith Kaplan WARNER (Susannah/85) 20511 Bent Willow Rd, Rohrersville 21779 (H) ••• Law & Peggy WATKINS (Nathaniel/74, Sophia/79) 23615 W Harris Rd, Dickerson 20842 ••• Ron & Laura WESTON (Walter/84, Avery/87) 1913 Hidden Meadow Ln, Annapolis 21401 (H) ••• Jim & Cathy WILLIFORD (Jim/81, Cori/83) 10229 Nolan Dr, Rockville 20850 (H) ••• Sara WOODALL (Annie/79, Zach/84) PO Box 72, St. Michaels 21663 ••• Vivien & Burger ZAPF (Vivien/77, Melanie/84) 858 Coachway, Annapolis 21401

BEST COPY AVAILABLE

MA — Eric ALBERT & Rose WHITE (Gus/91) 14 Hancock St, Newton 02166 **(H)** ••• Barbara & Jonathan ATWOOD (Sarah/91) PO Box 1770, Manomet 02345 ••• Denise & Mitchell BARACK (Jesse/87, Leah/92) 394 Housatonic St, Lenox 01240 ••• Lawrence & Nina BARBIERI (Damon/86, Jenna/89, Mia/91) 220 Ridge Rd, Marlborough 01752 ••• Phoebe BARNES & Donald PEDICINI (Jameela/82, Rafael/85) 514 Franklin St, Cambridge 02139 (H) ••• Susan & Peter BARNES-BROWN (Diana/77, Julia & David/89) 195 Hayward Mill Rd, Concord 01742 ••• Christine & Frederick BEALL (Christopher/89, Cyle/92) 40 George Rd, E Bridgewater 02335 ••• Claudette & Jonathan BEIT-AHARON (Nathan/83, Noah/87, Miriam/91) 705 Westford St, Lowell 01851 ••• Julia BERKLEY & Jeff CRAMER (Kazia/90, Zoe/93) 192 Laurel St, Melrose 02176 101 Glenn & Donna BIGONY (Tyler/90) 10 Carmen Cir, Medfield 02052 ••• Linda & Matthew BLAISDELL (Justin & Nathan/88) 8 McKay's Dr, Rockport 01966 ••• Michael & Lisa BRESCIA (Ashley/88, Alec/92) 25 Orchard Hill Dr, Rutland 01543 ••• Susan & Gene BURKART (David/85, Daniel/85) 6 Hemlock Terr, Waltham 02154 **(H)** ••• Therese & Peter CALVERT (Robert/85, John/86, Kate/88) 18 Mountain Rd, Princeton 01541 **(H)** ••• Elaine & John CAMPBELL (Catriona/88) 60 Berkshire St, Cambridge 02141 ••• Susan CAPLAN & Michael KAZENEL (Melanie/88, Jessie/91) 9 Oak Rd, Canton 02021 87 Maureen & Michael CAREY (Aidin/85, Timothy/90) 3 Fayette Pk, Cambridge 02139 **(H)** ••• Ted & Shirley CARPENTER (Todd/84) 188 First Parish Rd, Scituate 02066 ••• Tim & Chris CHAMILLARD (Timothy/87, Nicholas/89) 112 Mt Warner, Hadley 01035 **(H)** ••• Barbara & Wayne CHUDYK (Karen/80, Keith/83, Kevin/87) PO Box 111, Tufts Branch, Medford 02153 ••• Lyn & Will CLARKE (Chelsea/84, Rachael/87) 28 Longview Rd, N Falmouth 02556 ••• Terry & Kathy COLBERT (Sarah/82, Samantha/86) 74 Old Stage Rd, Chelmsford 01824-4636 ••• Maggie COLE (Dougie/88) 96 Acorn St, Millis 02054 ••• Cyndie & Jim CONNOLLY (Jesse/82, Kyra/86, Hannah/89) 25 Cedar St, Hingham 02043 ••• Linda COURTNEY & Scott STYLOS (Jeffrey/81, Joey/85, Melissa/88) PO Box 628, Worthington 01098 ••• Robert & Mary Pat CREVATAS (Samuel/88, Ethan/90, Justine/91) 7 Myrtle St, Beverly 01915-3315 ••• Dean & Anne CROMACK (Johanna/88, Abigail/91) 11 Phillips Dr, W Boylston 01583 ••• Leslie & Paul DOBBS (Adam/86) 63 Dracut St, Dorchester 02124 **(H)** ••• Norah DOOLEY & Robert FAIRCHILD (Sira/83, Giulia/85, Ferron/88) 4 Prospect Hill Rd, Royalston 01368 **(H)** ••• Vicky & Scott DORAN (Katelyn/86, Andrew/89) 14 Atwood St, Wakefield 01880 ••• Alysa & Gary DUDLEY (Rachel/86, Jennifer/90, Heather/92) 13 Ashdale Rd, N Billerica 01862 ••• Ellen EPSTEIN (Izzy/82) 22 Webb St, Lexington 02173 ••• David & Heather EUSDEN (Tyler/83, Alison/84) 6 Cedar St, Hingham 02043 ••• Anna & Fran FADDEN (Sarah/89, Shannon/91, Kelly/93) 11 Brant Ln, Littleton 01460 ••• Lynn & Mike FAHEY (Jenna/89) PO Box 253, Upton 01568-0253 ••• Susan & Richard FAULKENBERRY (Daniel/89, David/83) 3 Park Av, Fairhaven 02719 **(H)** ••• Michael & Nancy FIERO (Mikala/76, Nathan/78, Marik/82, Narin/85) 87 Snell Ave, Brockton 02402 ••• Ginger FITZSIMMONS (Jennifer/79, Alex/81) 279 W Wyoming Av, Melrose 02176 ••• Eileen & Mark FORTUNATO (Michael/82, Katie/86) 21 Jan Marie Dr, Plymouth 02360 ••• David & Sandra FOURNIER (Bethany/79, Will/83, Jonathan/87) 84 Old Bay Rd, Belchertown 01007-9709 **(H)** ••• George & Monique FOURNIER (Sarah/77, Molly/81, Aimee/84) RFD 2 Box 101, Brimfield 01010 ••• Peter & Beth FURTH (Salim/82, Keziah/85, Evangeline/88, Barnabas/92) 31 Bates Rd, Milton 02186 **(H)** ••• Deb & Jim GALANOS (Meghan/84, Daniel/88) 387 Putnam Hill Rd, Sutton 01590 ••• Jean GARDNER (Katie/85) 173 Burlington Rd, Charlton 01507 ••• Adele & David GARLICK (Shayna/85, Joshua/89, Kayla/93) 96 Coolidge Circle, Northboro 01532 ••• Cliff & Sue GAULIN (Cliffy/88, Jake/91) 304 N Sturbridge Rd, Charlton 01507 ••• Raquel GERMAN, 7 Driscol Av, Maynard 01754 ••• Jeff & Bet GIDDINGS (Sarah-Kate/79, Annie/82, Patrick/85, Margaret/90) 61 Cross Rd, Rochester 02770 **(H)** ••• Dave & Sue GIULIANO (Jesse/79, Jenna/82) 127 Kingswear Cir, S Dennis 02660 ••• Janice & Ross GOODMAN (Anna Grace/89, Zachary/91) 40 Sealund Rd, North Quincy 02171 ••• Kathleen & Richard GORE (Zandra/81) PO Box 96, W Boxford 01885 ••• Michele GOSSELIN & Joseph IERARDI (Hannah/88, Camden/91) 8 Hooker St, Medford 02155 ••• Don & Sue GRANT (April/81) 24 Trumbull Rd, Northampton 01060 ••• Sheree GREENWOOD & Jerry STILES (Marshall/84) PO Box 97, W Brookfield 01585 **(H)** ••• David & Rachel GUIDETTI (Emily/77, David/80) 136 Meadowbrook Rd, Springfield 01128 ••• Lisa GWIAZDA & Matthew DONAHUE (Matthew/89, Gregory/90) 11 Eastview St, Lowell 01852 **(H)** ••• Judy & Richard HALEY (Kevin/89, Cara/91) 29 Fiske St, Tewksbury 01876 ••• Nicky HARDENBERGH & Garrick COLE (Forrester/80, Sage/83) PO Box 1514, Manchester 01944 ••• Vickie & Jim HEFFNER (Shannon/89, Lyndsey/91) 5 Nellis Terr, Hanscom AFB 01731 ••• Susan Sloane HEIDT (Audrey/81) 80 Pine Hill Av, Duxbury 02332 **(H)** ••• Bill & Loretta HEUER (Tad/77, Jed/82) 164 Norfolk St, Holliston 01746 **(H)** ••• Karen HIGGINS & Ron BIRRELL (Terran/85, Fauve/87) 6 Higgins Rd, Worthington 01098 ••• Megan HILL & Nathan FERN (Ilana/83, Sarah-Mattea/85, Jahmai/86, Kidane/87, Wadada/89, Nyala/91) 35 Fidelis Way #139, Brighton 02135 ••• Stewart & Thelma HIRSCH (Dov/87, Sollie/89) 68 Ames St, Sharon 02067 **(H)** ••• Wendy & Dave HIRSCHMAN (Russell/88, Garrett/91) 8 Kings Rd, Sharon 02067 ••• Anika HODSON (Russell/85) Box 82, W Tisbury 02575 **(H)** ••• Cynthia HUARD & Larry HAMBERLIN (David/88, Sarabeth/91) 17 Milton St, Arlington 02174 **(H)** ••• Kathy & Brian HUCKINS (Andrew/84, Galen/86) 67 Cedar Hill Rd, Northboro 01532 ••• Judith HUMBERT (Matthew/85, Marc/88) Cape Ann Homeschoolers, 6 Emily Ln, Magnolia 01930 ••• P.A.T. & Bridg HUNT (Selina/81, Martin/85) PO Box 643, Charlestown 02129 ••• Karen HUNTRESS & Greg PETERSON (Kate/86, Amanda/90) 63 Indian Hill, Carlisle 01741 ••• Lucia & Thomas JENKINS (Taylor/80, Kyle/82, Alexis/84, Zachary/88, Cameron/91) 16 Hawthorne St, Wakefield 01880 ••• Kim KAUFMAN & Bruce McCARTER (Noah/90) 1514 Beacon St #48, Brookline 02146 ••• Ro KILLORY-ANDERSEN & Larry ANDERSEN (Trevor/83, Sinead/88, Tristan/90) 32 Fletcher St, Winchester 01890 ••• Margaret KNIGHT & Sidney MORRIS (Lily/82, Elliot/86) Star Rt #124, Edgartown 02539 **(H)** ••• Carol & David KRENTZMAN (Jenny/78, Nellie/81, Sam/83, Sophie/88) 97 Woodland St, S Natick 01760-5437 ••• Valerie LAGORIO (Jay/85) 14 Oxford Park, Revere 02151 ••• Jacqie & Larry LAMB (Alexander/80) 52 Central St, Manchester 01944 ••• Henry & Suzanne LANGLOIS (Matthew/82, Monique/85, Sarah/91) 1460 Newman Av, Seekonk 02771-2613 ••• Paul & Rebecca LARRABEE (Susannah/85, Brendan/88) 161 Naples Rd, Brookline 02146 **(H)** ••• Dawn & Mike LEASE (Spencer/83, Courtney/85) 3 Tadmuck Rd, Chelmsford 01824 **(H)** ••• Al & Geri LECH (Melissa/82, Amanda/85) 5 Red Oak Acres, Merrimac 01860 ••• Anne & Bob LERMAN (Adam/85, Gordon/87, Sarah/88) 41 Myrtle St, Belmont 02178 **(H)** ••• Barry & Mara LEVIN (Alex/77, Elena/81) 2 Beverly Cir, Holliston 01746 **(H)** ••• Heather LITTLE-ANDRADE (Jesse & Raquel/82) 2878 Elm St, Dighton 02715 ••• Beth & Sadler LOVE (Kelly/83, Katelyn/84) 10 Martin Ln, Stowe 01775 ••• Beatrice & Gus MADEIROS (Betty-Ann/79) Southeastern Mass. Homeschool Assoc, PO Box 4336, Fall River 02723-0403 ••• Tom & Mary MAHER (Scott/70, Mandy/75) 30 Park St, Wakefield 01880 ••• Francesa MARENGO & Alison SMITH (Lucienne/84, Ida & Lottanya/87, Molly/88, Beatricia/89) 94 Fairfield St, Worcester 01602 ••• Amy & Christopher MATHERLY (Victor/79, Tom/87, Chris/88) 24 Maple St, Millbury 01527 ••• Malinda MAYER (Nicholas/85, Amanda/89) 18 Ivest Dr, E Falmouth 02536 **(H)** ••• Michelle McAlpin & David MORRIS (Sam/80, Robin/83) 85 Chestnut St, Rehoboth 02769 ••• Akiba & Maryam MERMEY (Jemila/80, Raphael/87) 8 Glenn Dr, Maynard 01754 ••• Andy & Channing MIGNER (Christopher/87, Taylor/89, Julia/93) 118 Cobleigh Rd, Boxborough 01719 ••• Joan MIKALSON (Daniel/81, Henry/83) PO Box 2386, Amherst 01004 **(H)** ••• Patty & Mark MILIOTIS (Geordie/82, Arianna & Alexandra/85) 14 Thresher Rd, Andover 01810 **(H)** ••• Ann MILLER (Liam/84) 71 Shelter St, Orange 01364 ••• Martin MILLER (Martin/92) 119 Wentworth Av, Lowell 01852 ••• Sidney MITCHELL (Matthew/88, Roy/90) 85 Jamaica St #2, Jamaica Plain 02130 ••• Lindsey & Kevin MOLLOY (David/80) 286 Hill Rd, Groton 01450 ••• Claire & Bill MOODY (Derek & Katie/74, Alex/79) 815 Johnson St, N Andover 01845 **(H)** ••• Karen & Richard MURPHY (Thomas/82, Bobby/84) 52 Cedar Hill Rd, Northboro 01532 ••• Don & Jean MURRAY (Tegan/72, Tara & Jannah/74) 87 Fayerweather St, Cambridge 02138 ••• Judith & Tom MUSCO (Lydia/78, Taj/80) N Fitzwilliam Rd, Royalston 01368 ••• Paul & Kathleen NEWMAN (Lindsay/87, Emma/91) 141 Ayer Rd, Harvard 01451 **(H)** ••• Susan & Ron OSTBERG (Emily/75, Elizabeth/78, Christopher/81, Mary/83) PO Box 246, Harvard 01451 ••• Faith Jones OZAN (Aydin/84) 9 Ticehurst Ln, Marblehead 01945 ••• Lance & Linda OZIER (Owen/79, Drew/83) 61 Hastings St, W Roxbury 02132 **(H)** ••• Manoj PADKI & Maneisha KHER (Gautam/94) 142 Princeton Blvd, Lowell 01851 **(H)** ••• Martin PEARLMAN & Jean RIFE (Anna/87) 45 Kilgore Ave, Medford 02155 ••• Jonathan & Nancy PERRY (Rachel/81) 119 Prospect St, Marlboro 01752 ••• Bill & Kathy POWERS (Maggie/85, Danny/87) 39 Myricks St, Berkley 02779 ••• Margaret PRIMAC (Gus/91) 11 Hammond St, apt 1, Waltham 02154 ••• Ellen & Glenn PROTTAS (Molly & Rachel/84, David/87) 9 Overhill Rd, Natick 01760 **(H)** ••• Steve & Martine PROUTY (Lillian/85, Laura/88) 62 S Spencer Rd, Spencer 01562 ••• Laurel PROVOST (Kevin/83) 130 Rogers Av, W Springfield 01089 **(H)** ••• Celia PURRINGTON & Robert OVERHOLTZER (Gretchen/83, Nathaniel/85) Box 207, 284 High St, S Hanson 02341 **(H)** ••• Roy & Wanda REZAC (Ron/74, Jean/76, Catherine/80, Peter/82, David/85) 379 Concord Rd, Marlboro 01752 ••• Patricia ROBERGE (Jesse/81, Gabriel/86, Asia/91, baby/92) 1311 Vernon St, Bridgewater 02324 ••• Peggy & David ROBERTS (Emma/76) Jewell Hill Rd, Ashby 01431 ••• Rebecca & Jeffrey ROBERTSON (Renate/82, Michael/85, Lucy/89) 185 Main St, Medway 02053 ••• Jack & Maggie SADOWAY (Solon/79, Sonya/92) 57-B Housatonic St, Lenox 01240 **(H)** ••• Carol SAKALA & Dan DICK (Leah/89, Jonah/92) 19 Montfern Av, Brighton 02135 ••• Kimberly & Jonathan SARKIN (Curtis/88, Robin/91) 2 Walnut Ln, Hamilton 01982 ••• Suri & Candy SASTRI (Malini/76, Raky/82) 10 Bicentennial Dr, Lexington 02173 ••• Sophia SAYIGH & Rick SLADKEY (Fred/89, Nadia/92) 24 Avon Pl, Arlington 02174 ••• Zack & Holly SHALTZ (Christopher/79, Jonathan/81, Bethany/91) 312 Antietam St, Ft Devens 01433 ••• Randall & Julie SHAW (Melanie/87) 118 Ash St, Hopkinton 01748 ••• Chris & Nancy SINACOLA (Alena/83, Jonas/87, Mary/89, Lucy/92) 59 Elmwood St, Millbury 01527 **(H)** ••• Daphne SLOCOMBE & Nym COOKE (Thalia/87, Kestrel/90) 290 Wine Rd, New Braintree 01531 ••• Laura & Procter SMITH (Charles/83, Leighton/87, Cornelia/90) Berkshire School, Sheffield 01257 ••• Melanie SNOW (Devra/88) 16 Brown St, Waltham 02154 ••• Sandra & Christopher SOTAK (Derek/83, Onalie/85, Michael/87) 65 Kendall Rd, Jefferson 01522 **(H)** ••• Fayth & Peter SPINNEY (Abram/91, Quentin/92) 73 Burnside St, Lowell 01851 ••• Earl & Phyllis SPIVACK (Rebecca/92) 16 Emerson St, Wakefield 01880 ••• Edward & Christine SUTKA (Serena/90) 201B Indian Meadow Dr, Taunton 02780 ••• Patrick & Sharon TERRY (Elizabeth/87, Ian/89) 23 Mountain St, Sharon 02067 **(H)** ••• George & Susan TESHU (Noah/87, Corina/90) 61 Jackson St, Cambridge 02140 ••• Bill & Shirley TOOMEY (Ned/91) Deerfield Farm, 73 Cross St, Methuen 01844 ••• Janis & Kent VAN HEUKELOM (Emily/88, Noah/92) 74 Wallace St, Malden 02148 ••• Michael & Pamela VANN (Elizabeth/88, Christopher/93) 33 Stafford St, PO Box 1274, Charlton City 01508 ••• John & Mary WALLACE (Tony/78, Monica/84) 54 Lacy St, N Andover 01845 ••• Howard & Marion WEBSTER (Jakey/90) 5 Cleveland St, Arlington 02174 ••• Judith & Peter WEILER (Gabrielle/82) 66 Taylor Rd, Stow 01775 ••• Phoebe WELLS & Tadek GAJ (Eoin/87, Daire/92) 19 Florence St, Cambridge 02139 ••• Linda WERTHEIM (Jenna/83) 138 Melrose Av, Needham 02192 ••• Elisa & Bill WOOD (Alynda/89) 18 Agawam Rd, Marstons Mills 02648 **(H)**

MI — Thomas & Marybeth ANDERSON (Andrew/88, Julia/91) 315 4th St, Jackson 49201 ••• Sam & Irene ANDZELEWSKI (Simon/83, Alaina/88) 2948 Oakview Dr, Dryden 48428-9790 ••• Jim & Jill BALL (Brennan/80, Andrea/81, Nathaniel/85, Steffen/87) 1083 Jewell, Milan 48160 **(H)** ••• Greg & Anne BARRETT (Jeffrey/84) 1038 Woodlawn Av, Grand Haven 49417 ••• Ernest & Frances BAUER (Andrea/75, Wade/77, Russell/84, Abby/87) 150 Chippewa, Pontiac 48341 ••• Mark BEISSEL & Ellen RENWICK (Brian/81, Kevin/84, Gwynne/87) 17675 Heim Rd, Chelsea 48118 **(H)** ••• Hollis BENNETT & Rosemarie BRENNAN-BENNETT (Ashley/87, Jason/88, baby/91) 8685 Tamarack Dr, Brighton 48116 **(H)** ••• Irene BLANCHARD & Jon PUMPLIN (Nathan/82, Ben/85) 528 Elizabeth St, E Lansing 48823 **(H)** ••• Roger & Carla BLOOM (Geoffrey/88) 73 E 40th St, Fremont 49412 ••• Trisha & Tim BREWER (Kelley/89) 25082

Sumpter Rd, Belleville 48111 ••• Sandra & Scott BROWN (Emily/91, Molly & Betsy/94) 1109 Market, Algonac 48001 (H) ••• Tim & Fran BURKE (Amie/77, Carl/80, Kathryn/82, Flip/93) Benzie Home Educators, PO Box 208, Benzonia 49616 (H) ••• David & Keiko CARLSON (Emily/89) 1400 Park Rd, Jackson 49203 ••• Debra & Martin COHN (Rosalie/84, Olivia/86, Forrest/88, Montana/91, Willow/93) 6036 7 Mile Rd, South Lyon 48178 ••• Gary & Betsy DEAK (Lauren/86, William/90) 7800 Jennings Rd, Whitmore Lake 48189 (H) ••• Patrick & Diane DENGATE (Elizabeth/87, Andrew/89) 436 W Maplehurst, Ferndale 48220 (H) ••• Kathy & John DONAHUE (Eric/82, Katie/83) LEARNING TREE RESOURCE CENTER, PO Box 69, Atlantic Mine 49905 ••• Jo DOZEMAN (Adelle/81, Havalah/84) 268 W 12 St, Holland 49423 (H) ••• Jean & Donna DUGAY (Simone/74, Jubilee/78, Pascalle/81, Jean-Pierre/86) French Kid Stuff, 21114 Huntington Blvd, Harper Woods 48225 ••• Scott & Susan EVANS (Luke/77, Jesse/79, Margaret/82, Kathryn/86) 10755 Hibner Rd, Hartland 48353 (H) ••• David & Rebecca FLAGEL (Benjamin/78, Sarah/80) 1461 E David Hwy, Ionia 48846 ••• Gail GRAVNSTRETER (Tara/81, Jonathan/82, Justin/87, Jordan/90) 8650 Knox, Clarkston 48348 ••• Vicki HALL (Joseph/79) 13549 U.S. 12, Union 49130 ••• Dairl & Justine HAYS (Angela/88, Cameron/91, Ryan/93) 830 Risch Rd, Webberville 48892 (H) ••• Jo HINSDALE & Loren SWENSON (Robin/79, Jenny/82) 1120 Williams St, Adrian 49221 ••• Jenny HOHMANN & Randal JONES (Isabella/87, Balthazar/90, baby/93) 12083 Weiman Dr, Hell 48169 (H) ••• Sarah HURLEY & George LORD (Zachary/84, Austin/86, Meg/89) 3241 Bradleyville Rd, Vassar 48768 (H) ••• Carl & Nancy JOHNSON (Jessica/76, Jeremiah/76) 5901 County Line, Buckley 49620 (H) ••• Lisa & Ken KANDER (Beth/81, Jacob/83, Adam/86, Claire/89) 2122 Houser, Holly 48442 (H) ••• Lyle & Juliet KAUFFMAN (Caitlin/83) 132 Grand NE, Grand Rapids 49503 ••• Catherine KING (Billy/77, Kenny/81, Edwin/85) 11811 Beech Rd, Brooklyn 49230 (H) ••• Francina & Walter KNALL (Shannon/85, Geoffrey/87, Brian/91) 15380 Evergreen Rd, Detroit 48223 (H) ••• J Gary KNOWLES, Prog in Educ Studies, Sch of Educ, U of Mich, Ann Arbor 48109-1259 ••• Paul & Ellen KOEHLER (Seth/80, Bree/82, Samuel/87) 218 S Gainsborough, Royal Oak 48067 ••• Penny & Jim KOZMINSKI (Jimmy/90, Maggie/93) 6650 Tanglewood SE, Grand Rapids 49546 ••• Bill & Marian KRIPPES (Billy/75, Sarah/78, Robert/79, James/82) 712 Tucker Ln, Howell 48843 (H) ••• Ray & Marj KRUMM (Oren/80) SUNNYRIDGE ALTERNATIVE LEARNING CTR, HCO 1 Box 134, Pelkie 49958 (H) ••• Mike & Ruth LAPEYRE (Jacques/80, Louis/83, Coco/85, Marie/89) 708 Gardenia Av, Royal Oak 48067 ••• Mary Jo LARSON & Jim BIZER (Elizabeth/89, Jordan/93) 7433 Franklin St, Bloomfield 48301 (H) ••• Thomas & Diane LINN (Emily/77, Sarah/81, Andrew/83, Robert/86) 9120 Dwight Dr, Detroit 48214 (H) ••• Maurita LYDA (Mauricia & Maurikia/80, Andrew/83, April/87) 17311 Bradford, Detroit 48205 ••• Kari & Paul MARCOTTE (Zachary/91) 415 E A St, Iron Mountain 49801 (H) ••• Jeannie McLEOD & Ignacio VILLA (Mateo/85, Camila/88, Pablo/91) 12291 Fagan Rd, Holly 48442 (H) ••• John & Bonnie MIESEL (Jennifer/75, Jessica/78, Andrea/80, Daniel/89) 1111 Cricklewood SW, Wyoming 49509 ••• Christine & Michael MOALE (Hilary/88, Roger/90) 16445 Rossini, Detroit 48205 ••• Larry & Lenne MUSARRA (Aren/84, Sungie/87, Timothy/90) 3364 Tibbets Dr, Traverse City 49684 (H) ••• Rosa & Harvey MUSKET (Joshua/85) 1514 J Spartan Village, E Lansing 48823 ••• Diana NEWMAN (Athena/88, Teddy/90, Harold/93) 1025 N Fletcher Rd, Chelsea 48118 ••• Marlowe & Susan PAUL (Angela/79, Jesse/81) 2330 Angle Rd, Rogers City 49779 (H) ••• Blythe PELHAM & Steve BUSH (Kellin/88, Catyana/90, Khymba/93) 125 E Lincoln, Negaunee 49866 ••• Dirk & Barbara PETER (Gregory/85, Jordan/89, Daniel/92) 5532 Lakeview Blvd, Goodrich 48438 ••• Ken & Laura PROBST (Megan/87, Amy/89) 67623 Oak Ridge Rd, Lawton 49065 ••• Neil & Ellen PUETZ (Michael/84, Jeffrey/88, Katie/90) 2565 30 St, Allegan 49010-9255 (H) ••• Chris & Toby RHUE (Joshua/85, Alex/87, Aric/93) Rt 1 Box 133A, Brimley 49715 ••• Chester & Diane ROLKA (Luke/82, Emily/84, Simon/87, Cameron/90) 1414 N Scott Rd, St Johns 48879 ••• Ivar & Jennifer ROZENS (Ben/80) 33411 Jefferson Av, St Clair Shores 48082 ••• Katja & Roy SZARAFINSKI (Hans/84, Ian/86, Liese/89) 6851 N Weston Rd, Allen 49227 (H) ••• Karen TAKACS & Patrick BURKETT (Paul/83, Erin/85) 404 Emmons, Wyandotte 48192 ••• Natalie & Jose VALLE (Elena/86, Manuel/89, Tomas/94) 317 N Mulberry St, Marshall 49068 ••• Wayne & Monica WIITANEN (Amy/76, Catherine/83, Corey/86) 293 Hiscock St, Ann Arbor 48103 (H) ••• James & Kristin WILLIAMS (Jilo/70, Ife/73, Ayanna/76, Tulani/78, James/82, Cabral/87) 5621 S Lake Shore Dr, Idlewild 49642 ••• Suzi & Paul ZWISSLER (Tom/85, Emma/86) 319 Blue Star Hwy, So. Haven 49090

MN — Kathy AHLERS & Curt McNAMARA (Amelia/8, Alena/91) PO Box 21196, Minneapolis 55421 ••• Ann & Peter BODINE-BONYHARD (John/74, Karina/75, David/79) PO Box 39653, Edina 55439-0653 ••• Cathy BOEBEL-DENISON & Keith DENISON (Bret/87, Adria/91) 1450 Sargent Av, St Paul 55105 (H) ••• Eric & Susan BUNDLE (Kira/80, Bryn/82) 1628 Ashbury Pl, Eagan 55122 ••• Joni & Lawrence CALLAHAN Conor/81, Maggie/84, Daniel/86, Rosie/89) 10986 N 218 Ct, Scandia 55073 (H) ••• Cindy CALLANAN & Jay ORDOYNE (Calley/81, Sharman/85, Luke/88, Johnny/93) 3828 Garfield Av S, Minneapolis 55409-1117 (H) ••• Lowell & Audrey DITTBERNER (Forest/79, Selena/82) Rt 1 Box 43, Parkers Prairie 56361 (H) ••• Kathy & Bob DOLEZAL (Katrina/75, Maryrose/77, Theresa/80) HOME BASED EDUCATORS ACCREDITING ASSOC, Rt 1 Box 381, Cambridge 55008 ••• Linda & David ERICKSON-DAVIS (Morgan/82, Cordelia/84) Rt 2 Box 111, Lake Park 56554 (H) ••• Peter FLECK & Mary WEBER (Hallie/79) 2108 24 Av S, Minneapolis 55406 (H) ••• Chris & Susie FRENCH (Sara/80, Brian/85, David/89) RR 1 Box 65, Tracy 56175 ••• Todd & DeAnna GANZ (Lacey/84, Tyler/85) 18322 Greenbrook Dr NE, Wyoming 55092 (H) ••• Kate & Bill GOODSON (Nicole/79, Ian/80, Brent/83) 6034 James Av S, Minneapolis 55419 (H) ••• Ann & Bob GREGORY-BJORKLUND (Willie/86) 205 Railway St S, Dundas 55019-4014 (H) ••• Phil & Brenda GROVE (Colin/89, Molly/93) 3712 37 Av S, Minneapolis 55406 (H) ••• Ruth HAMLIN & David HUSTED (Margot/88, Irene/89) 2220 28 Av S, Minneapolis 55406 ••• Penelope & Eric HILLEMANN (Phoebe/89, Harriet/92) 300 E 6th St, Northfield 55057 ••• Todd & Karen INDEHAR (Shannon/88, David/91) PO Box 253, Ely 55731 (H) ••• Gary & Julie JEDYNAK (Alexander/84, Joseph/88, Maija/90) 10556 104th Av N, Maple Grove 55369 ••• Wayne JENNINGS, 449 Desnoyer, St Paul 55104 ••• Lynn DeBuhr & Mark JOHNSON (Brianna/84, Casey/87, Meghan/90, Alexander/92) 905 Albion Av, Fairmont 56031 (H) ••• Alex & Brenda KRAMER (Ian/84, Elizabeth/85) 54 E Kent Rd, Duluth 55812 ••• Dave & Beth KROLAK (Brian/83, John/85) RR 2 Box 57, Dodge Center 55927 (H) ••• Patti & Greg LUKE (Kiah/87, Dakota/90, Cedar/92) 710 West Av, Detroit Lakes 56501 (H) ••• Barbara & Arthur MADSEN (Krist/85, Daniel/86, Ellie/92) PO Box 274, Winton 55796 (H) ••• Marti MARKUS & Tony PURVEY (Jess/90, Lee/92) 609 Queen Av S, Minneapolis 55405 (H) ••• Pat & Sue McGOUGH (Zachary/88, Katie/90, Dane/92) 2444 N St Albans, Roseville 55113 ••• Tammy METCALF-FILZEN & David FILZEN (Zachary/88, Taylor/91, Rikki/92, Kyle/94) 2870 Canby Ct, Northfield 55057 (H) ••• Bill & Susan REES (David/79, Dana/83, Aleta/85) 5652 N Pike Lake Rd, Duluth 55811 ••• Kathy & Craig RUNDE (Matthew/80) 4945 37th Ave S, Minneapolis 55417 ••• Mary & Ed RYAN (Jen/77, Ed/78, Anne/80, John/82, Nick/84, Gwen/85, Mary Grace/89) 6730 Galpin Blvd, Excelsior 55331 ••• Tara TIESO-BATTIS (Riley/91) 1786 Rome Av, St Paul 55116-2424 (H) ••• Lorin VELIKONJA & Gerald SKERBITZ (Dylan/90, Arlo/92) 1366 Palace Av, St Paul 55105-2554 (H) ••• Griff & Robbie WIGLEY (Collin/76, Tyson/78, Graham/81, Gillian/86) 1016 S Linden St, Northfield 55057 (H) ••• Mark & Martha WIGMORE (Spencer/88, Katelyn/90, Morgan/92) 18913 Boston St NW, Elk River 55330 ••• Linda WINSOR & Andrew PROKOP (Louis/84, Evan/87) 1927 James Av, St Paul 55105 (H)

MS — Casey & Jenny CHURCH (Tom/88, Conor/90) 605 Esplanade Av, Bay St Louis 39520-2915 ••• Laura ELKINS & John ROBBINS (Allbriton/84, Adele/88) 612 S 8th St, Oxford 38655 ••• Michael FOSTER (Elena/85) 84 Saragossa Rd, Natchez 39120 (H) ••• Bobby & Martha PENNEBAKER (Leigh/78, Seth/82, Erin/87) PO Box 160, Star 39167 (H) ••• Don & Becky POTTS (Maple/81, Linden/83, Cedar/87) 4083 Robin Dr, Jackson 39206 (H) ••• Jim & Kathy RASKETT (Victoria/87, Michael/91) 111 McGuire Dr, Long Beach 39560

MO — Karen & Frank ALPERT (Betsy/87, Alan/89) 12189 Oakwilde Ct, Maryland Heights 63043 ••• Brian & Cherylee DUNCAN (Tyler/83, Cally/85) 5555 Western, Brookline 65619 ••• Julia FOSTER & Robert MUEHL (Zeke/87) 1502 Wilson Av, Columbia 65201 (H) ••• Robert & Dorothy GIANSIRACUSA (Herschel/81, Noah/84) 540 Ridge Av, Webster Groves 63119 ••• Kim, Olline, & Charles GREGSON (Jennifer/76) 1507 Brock, St Louis 63139 ••• Joel & Karen HERMAN (Peri/85, Dylan/90) 1618 Wheeler St, Moberly 65270 ••• Jane HOMEYER & Robert JENSEN (Margaret/88, Anne/90) 7105 Amherst, University City 63130 ••• Karen & Harold KARABELL (Gabriel/88, Alexander/91) 4147 West Pine, St Louis 63108 ••• Jocelyn & Steve KOPEL (Kim/74, Burt/75, Sara/81, Katie/84, Paul/88, Bryan/90, David/92, Jonathan/94) 5450 Bradbury Dr, St Louis 63129 ••• Michael & Catherine LANE (Diana/83, Jessica/87) Rt 1 Box 37, Hartville 65667 ••• Susan LOCK (Cori/79, Casi/81, Gabe/82, Maggie/85, Mandy/88) Rt 1 Box 88A, DeWitt 64639 (H) ••• Charles & Lindsay MILLER (Jaymi/82) Rt 2 Box 680, Richland 65556 ••• Victoria MORAN (Rachael/83) 3944 Bell St, Kansas City 64111 (H) ••• Tom & Julie O'DAY (Meghann/79, Katherine/81, Bridget/84, Timothy/87, Conor/89, Ian/91, Anna/93) 1400 W Broadway, West Plains 65775 (H) ••• Jim & Kathy O'DONNELL (Margaret/86) 47 Clermont Ln, St Louis 63124 ••• Alan & Samantha PARKER (Valerie/84) 1211 N Elizabeth Av, St Louis 63135 ••• Elle & Scott PEARLSTONE (Eva/88, Noah/90) 601 Wickford Way, Manchester 63021 ••• Bill & Jan PIERCE (Sonnet/76, Naomi/80, Eva/82) Rt 1 Box 69, Eldridge 65463 (H) ••• Leonard & Barbara RITTER (Aaron/77, April/80, Jeremy/82, Rachel/85, Laura/90) 7157 Sugar Spring Co, St Louis 63129 ••• James & Laurie SCHLAPPER (Sunny/85, Bud/87, Guy/88) Riversun, Rt 4 Box 157, Boonville 65233 ••• Cynthia & William SCOTT (Vanessa/80) 635 E 45 St, Kansas City 64110 ••• John & Madelyn SHEAFFER (Shandra/90, Geneva/92) 710 Osage Tr, Independence 64056 ••• Mike & June STANCLIFF (Rachel & Nathan/90) 702 Shady, St Joseph 64505 (H) ••• Terry SURINSKY & Michael DUNCAN (Noah/89, Rosa/92) 650 Ashmont Dr, St Louis 63132 ••• Ronny & Carol TAG (David/77, Amy/80, Rachel/87) Rt 2 Box 63, Springfield 65802

MT — Michael & Diane BUCHAN (Bobby/83, Laura/84, Katie/90) 70 Vinson Mill Rd, PO Box 1378, Trout Creek 59874 ••• Bryan & Elaine GREEN (Andrew/78, Daniel/80, Stuart/82, Katherine/86) 692 Echo Lake Rd, Bigfork 59911 (H) ••• Candace & Henry KREWER (Bill/77, Cathleen/87) 605 Calhoun Ln, Billings 59101 (H) ••• John & Madelyn LaFAVE (Helena/89, Peter/91, Andrew/93) 1108 W Galena, Butte 59701 ••• Lori NEWMAN & Win PETERSON (Mara/87, Duncan/90) 5808 N Klements, Florence 59833 (H) ••• Katie PERRY & Rich WALKER (Alex/90, Ian/93) 1500 Rainbow Rd, Bozeman 59715 ••• Andrew & Robin PUDEWA (Heather/78, Genevieve/81, Mortelle/87, Fiona/90) 8105 Balsam Dr, Bozeman 59715 ••• Charles & Emily RINGER (Willow/78, Zeb/79, Tahmina/82) Box 75, Joliet 59041 ••• Kathleen SINNOTT (Joey/80) PO Box 1112, Big Timber 59011-1112 ••• Harold & Sharon YOUNG (Alexander/79, Arthur/81, Emma/83, Dorothy/85, Teddy/89) HC 77 Box 75, Dixon 59831

NE — Anne & Troy EASTERDAY (Madison/89, Collin/92) 14808 Edna St, Omaha 68138 ••• Rich & Debi EDELMAIER (Sarah/79, Ian/82) Rt 1 Box 18, Garland 68360 ••• Marilyn HAMPTON & Dick McMILLIN (William/79, Marissa/81, Andrew/85, Jeremy/89, Matthew/93) Omaha Project for Education and Nurturing, 9218 Leavenworth St, Omaha 68114 ••• Duane & Kathy LANGE (Jacob/77, Joey & Steven/79, Max/80, Maria/83) PRAIRIE CHRISTIAN HOME SCHOOLS, Rt 3 Box 73, Ord 68862 ••• Terry & Janey SMITH (Sarah/76) 800 Skyline Dr, Lincoln 68506 ••• Mary & Sam WELSCH (Daniel/82, Ember/85, Peter/90) Rt 2 Box 25A, Hartington 68739 (H) ••• Marianne & Ken WHEATCROFT-PARDUE (Emma/86) 3098 R St #2, Lincoln 68503 ••• Dick & Rose YONEKURA (Josh/74, Abi/77, Tessa/80, Darcy/83) LEARN, 7741 E Avon, Lincoln 68505

NV — Cher & Ed BATEMAN (Jeb/75, Daniel/77, Kelsie/85) PO Box 323, Glenbrook 89413 ••• Janet HOPE (Jared/81, Sierra/90) 2000 Bonita Av, Las Vegas 89104 (H)

BEST COPY AVAILABLE

NH — Ted & Kathy BROOKS (Lara/83, Ian/84, Melissa/85) 32 Lane Rd, Derry 03038 **(H)** ••• Pamela ENGLISH (Brooke/85, Spencer/89) 30 Essex St, Concord 03301 **(H)** ••• Laura & Stefan FOLEY-SHARFF (Aaron/84, William/88) RR 3 Box 90, Cornish 03745 ••• Karen & Martin FURUHJELM (Elinor/83, Elizabeth/87) 38 Musket Dr, Nashua 03062 **(H)** ••• Kim & Steve FYLER (Stephen/88, Katrina/91) 60 Old Danville Rd, Freemont 03044 ••• Sonia GERMAN (Sonya Miriam/78, Bill/80) 163 Kinsman Ridge Rd, Easton 03580 ••• Lilly & Rick GLATZ (Carolyn/85, Matthew/89) RFD 1 Box 736, Bristol 03222 ••• Julie & Brian HAFFERKAMP (Scott/86, Seth/89) 51 Lamson Dr, Merrimack 03054 ••• Larry & Chris HAMILTON (Katy/84, Steven/93) ••• Mason Rd, Brookline 03033-2204 ••• Doris & Paul HOHENSEE (Michael/80, Erin/81, Kira/83, Douglas/86, Gregory/88, Dianna/92) 15 Swart Terr, Nashua 03060 ••• Cyndi & Len JARVI (Jonathan/84, Jake/88) 8 Hough St, Lebanon 03766 ••• Lorraine & Harold JONES (Sara/85, Harold/87) Box 771C, Bristol 03222 ••• Michelle & Tim KINSELLA (Ryan/81, Aidan/83, Nikki/89) 57 Long Hill Rd, Raymond 03077 ••• Teresa & Hugh LANDIS (Brynne/83, Walker/85, Ezra & Owen/88) RR 2 Box 144B, Peterborough 03458 ••• Elizabeth LONGFELLOW & Gary ANDERSON (Haley/80, Taury/81, Winter/83) 16 Gulf Rd, Deerfield 03037 ••• Elaine & Thomas LOVEDAY (Alanna/79, Landon/83, Anson/86) 629 Bedford Rd, New Boston 03070 ••• Sandy & Paul MAIDA (Matthew/86, Michael/88) PO Box 15, Plaistow 03865 ••• Denise MORGAN & James COLEMAN (Jonathan/82, Marc/84) 483 Mammoth Rd, Manchester 03104-5463 ••• Ann & Andrew PODLIPNY (Lida/80, Lucia/82, Magda/83, Micaela/86) 159 Dearborn Rd, Auburn 03032 **(H)** ••• Diane & Richard ROGERS (Justin/80, Ian/83, Leon/87, Quentin/91) PO Box 197, Rt 12-A, Plainfield 03781 (H) ••• Kendall TEMPER (Ko Dustin/74) 512 Dustin Rd, Contoocook 03229 **(H)** ••• Townsend & Kathie THORNDIKE (Jen/76, Lisa/78, Kevin/82, Eric/85, Shane/86, Nick/92) 36 Blueberry Hill, Meredith 03246 ••• Trilli & Gil TIM (Damon/80, Amberlee/83, Jee/85, Bevan/89) 310 E Ricker Rd, Chichester 03234 ••• Margaret & Harrison TRUMBULL (Matthew/77, Julie/79) RR 1 Box 97C, Enfield 03748 ••• John & Michelle WEBSTER (Alexandra/93, Josiah/95) 19B Dunster Av, PO Box 327, Greenville 03048 ••• Keith & Kathy WHITESTONE (Brandon/84, Blaine/88) 603-471-0243 (Bedford) ••• Jennifer WRIGHT & Stan McCUMBER (Vanessa/69, David/85, Willis/85) HC 60, Box 50, Quaker City, Charlestown 03603 **(H)** ••• Cindy YOUNG (Cona/83, Jamaica/88) 175 South Rd, Kensington 03827 **(H)**

NJ — Christine AUSTIN (Kamau/87) 11 Martin Pl, Irvington 07111 **(H)** ••• Poldi BINDER & Misha BASALAEV (Anna/88, Robin Sue/92) 321 Harper Pl, Highland Park 08904 ••• Ann BINGHAM & Joe TANZINI (Laura/79, Domenique/82, Sylvia/85, Charlie/87) 49 Maida Terr, Red Bank 07701 ••• Carole & Steve BLANE (Megan/90, Rebecca/92) 1 Duncan St, Waldwick 07463 **(H)** ••• Paula BORENSTEIN & David BURD (Lily/87, Russell/90) 134 Lincoln Av, Elizabeth 07208 ••• Robin BROWNFIELD (Michael/80, Rachel/83, Mariel/89, Alexander/93, Marina/93) 824 Eldridge Av, Collingswood 08107 **(H)** ••• Linda BRYK & Tom BIAS (Victoria/89) 6 Hickory Tree Ln, Sparta 07871 ••• LuEllen BURTON & Ed SZCZEPANSKI (Joceyln/86, Lucie/89) 20 Main St, Randolph 07869 ••• Alicia BUTCHER & William EHRHARDT (Jeremy/86, Timothy/88, Rebecca/91) 6 Bainbridge Ct, Hamilton Square 08690 ••• Lynne COLLETT & Tri NGUYEN (Erin/86, Emily/89) 161 Washington Dr, Watchung 07060 **(H)** ••• David & Linda COOPER (Paul/68, Errol/75, Laurel/79) 65 Tensaw Dr, Browns Mills 08015 **(H)** ••• Phil & Clare COOPER (Lance/86, Iona/88, Tessa/90) 102 Clay St, Milltown 08850 ••• Philip & Eileen COYLE (Bridget/87, Sean/89, Maura/93) 824 Stokes Av, Collingswood 08108 **(H)** ••• Ken & Marilyn DAHL (Sam/80, Joel/83) 103 Nursery Rd, Titusville 08560 ••• Pat DeLUCA (Christopher/86, Laura/91) 239 Walnut Av, Bogata 07603-1605 ••• John & Nancy DODGE (Jonathan/83, Sarah/85, Hopi/87, Oliver/89) 233 Carter Rd, Princeton 08540 ••• Arthur & Marlane EDELMAN (Jessica/84, Heather/88) Llewellyn Park, West Orange 07052-4909 ••• Debra EMERSON & Kirk PETERSON (Kyle/84, Harry/88) 301 Midland Av, Metuchen 08840 ••• Karen GARCIA (Al/77, Francesca/79) RD #3 228 Maple Ave, Berlin 08009 ••• Alan & Emily GINDER (Isaiah/86, Ezra/90) 49 Ketner St, Bloomfield 07003 **(H)** ••• Ivy GREENSTEIN & Christopher DOOLITTLE (Colin/85) 178 Hardenburgh Av, Demarest 07627 ••• Maureen & Patrick HAGAN (Timothy/84, Kathleen/86) 213 W 4th Av, Roselle 07203 ••• Lyn HAMILTON & Richard EVERT (William/78, Alice/82) 330 State Rd, Princeton 08540 **(H)** ••• Richard & Victoria HANBICKI (Binka/80) PO Box 432, Three Bridges 08887 ••• Allison HEARN & Hume FELDMAN (Timmia/89, Zoey/93) 91 Hartley Av, Princeton 08540 ••• Janice & Douglas HIPLE (Alexandra/92) 91 Cairns Pl, Belle Mead 08502 ••• Laura & Marc JOHNSON (Daniel/85, Michael/86) 76 Manning St, Red Bank 07701 ••• Suzanne JOHNSTONE & Alan FREY (Katherine/87, Lena/90) 1416 Central Av, Highland Park 08904 ••• Susan & Mario KAWCZYNSKI (Lauren/85, Charlie/87, Gabriel/93) 31 Cranford Terr, Cranford 07016 ••• Valerie KAY & Raymond HONEYWELL (Calvin/88, Timothy/91, Bennett/94) 14 Brook Pl, Broomfield 07003 ••• Renee & Steve KOHN (Rebecca/88, Hannah/90) 36-24 Hale St, Fairlawn 07410 **(H)** ••• Linda & Jon KRAUSHAR (Matthew/85, Elizabeth/87) 42 Woodland Rd, Maplewood 07040 ••• Linda & Stephen KRAVITZ (Rachel/85) 1072 Woodruff St, Iselin 08830 ••• Steven & Joy KUCHINSKY (Michelle/89, Reuben/92) 116 N 5th Av, Highland Park 08904 ••• Lynn & Dennis LAPERT (David/91) 5 Hillside Rd, Rockaway 07866 85 Ken & Liz LIPMAN-STERN (Sam/86, Jonah/89) 341-C Crowell's Rd, Highland Park 08904 **(H)** ••• Harvey & Joella MALICK (Kiah/86, Zuri/88) 2207 Ramshorn Dr, Allenwood 08720 **(H)** ••• James & Michelle MALONEY (Larla/80) 432 Donaldson St, Highland Park 08904 ••• Ruth & Terry MATILSKY (Sarabeth/79, Jacob/82, Laura/86, Matthew/89, Loren Isaac/92) 109 S 4th Av, Highland Park 08904 ••• Hunter & Kathy McKEE (Jack/88) 21 Borden St, Monmouth Beach 07750 **(H)** ••• Karen MENDE-FRIDKIS & Larry FRIDKIS (Kate/86, Jacob/89) UNSCHOOLING FAM. SUPPORT GROUP OF CENTR. NJ, RD 1 Box 713, Jobston 08041 **(H)** ••• Howard & Irene MOTT (Misty/77, Wickliffe/79) 10 Lambert Rd, Blairstown 07825 ••• Fred & Francine NELSON (Jarret/82, Amanda/85, Logan/88) 14 Midland Blvd, Maplewood 07040 **(H)** ••• Carolyn OGLESBY (Lauren/80, Doug/82, Robbie/87, Annie/88) 8 Parker Rd, Chester 07930 ••• Jeff & Miriam ORTIZ-GROB (William/86, David/90) 30 Lavina Ct, New Providence ••• Annette & Philip PETRIS (Julian/89, Sophia/91) 226 W Linden Av, Linden 07036 ••• Nancy & Malcolm PLENT (Eric/72) UNSCHOOLERS NETWORK, 2 Smith St, Farmingdale 07727 ••• Jan & Jim QUODOMINE (Justin/88, Johnathan/90) 164 Petersburg Rd, Hackettstown 07840 ••• Robert & Margaret REITH (Evelyn/81, Andrew/82) 40 N 17th St, Prospect Park 07508 ••• Diane & Malcolm ROBERTSON (Bryce/79, Morgan/83) 11 Bates Rd, Jackson 08527 ••• Judy RUDERMAN & Robert DUBNER (Miranda/88) 13 Westervelt Pl, Westwood 07675 ••• Rose SIAS (Gene/79, Christina/82, Shawn/87, Denise/89) The Tutor (S. Jersey Homeschoolers), 1239 Whitaker Av, Millville 08332 ••• Carol & Michael STEIN (Jenni/56, Laura/87) 740 S 6th Ave, Absecon 08201 ••• Christine THOMPSON & Charles BARRANCO (Christopher/83, Emily/86) 6 Wiscasset Av, Ewing 08618 ••• Ray TURICK & Theresa MARESCA (Laura/83) Box 129, Stillwater 07875 ••• Carol WADE & Bill HAK (Autumn/80, Harmony/84, Claire/87) 8 Landing Trail, Denville 07834 **(H)** ••• Stephen WALDOW & Kathleen DONNELLY (Meghan & Patrick/85, Stephen/87, Daniel/90) 14 Country Hollow Ctr, Sicklerville 08081

NM — Edward & Julie ALLEYNE (Thema/83, Tsering/85, Amaranth/89) PO Box 129, Pinon 88344-0129 **(H)** ••• Lloyd & Betsy BARTELS (Jesse/85, Liam/87, Silas/91) SANTA FE LEARNING COOPERATIVE, 2463 Camino Capitan, Santa Fe 87505 ••• Ellen BECKER (Jesse/78, Luke/81) PO Box 5851, Santa Fe 87502 ••• Vincent & Janna BOOKS (Tasha/80, Chelsea/84, Genevi/88) Rt 2 Box 309-B, Santa Fe 87505 ••• Orese & Brian FAHEY (Caitlin/82, Ravenna/84, Elyse/87) 1620 Cornell Dr SE, Albuquerque 87106 **(H)** ••• Donna GOAD & Paul JOHNSON (Marshall/89, Dustin/91) 560 Hovenweep Loop, Jemez Spgs 87025 ••• Stephen & Carol INGRAHAM (Sarah/86, Emily/88) Box 162, Rehoboth 87322 **(H)** ••• Betsy & David LANG (Daniel/85, Julie/88) PO Box 1231, Grants 87020 ••• Linda & Robert LUPOWITZ (Arianna/77, Sion Ben/80, Max/84) PO Box 2075, Corrales 87048 ••• Carol & Graham MARK (Zachary/79, Jesse/82, Jacob/86) 2076 47th, Los Alamos 87544 **(H)** ••• Charles & Shalisha MULLIGAN (Jesse/90, Joshua/92) 1512 Camino San Martin Ct NW, Albuquerque 87121 ••• Anne RAY (Heather/82, Monica/86) 307 Pino Rd, Santa Fe 87501 ••• Mac & De SANCHEZ (Maggie/85, Morgan/89) PO Box 1882, Tijeras 87059 **(H)** ••• Nancy & Don SCHULTZ (George/88, Joey/90, Tessa/94) 1847 Forest Ctr, Santa Fe 87505 ••• Greg SENN & Barbara Klapperich SENN (Jennifer/85, Jacob/88) PO Box 961, Portales 88130 ••• Dan & Harriet SHULTIS (Micaela/73, Sir Lancelot/74, Robert/75) PELONCILLO PRIMARY, PO Box 91, Rodeo 88056 **(H)** ••• Theodora & Anthony SOBIN (Nicholas/86, Alexandra/90) 22 Alcalde Rd, Santa Fe 87505 ••• Louise & Al WILLIAMS (Evan/83) 121 Aztec Av, Los Alamos 87544 **(H)** ••• Karen & Gary WILLIS (John/80) 3396 Solaridge, Las Cruces 88001

NY — Darlene & Doug ABAJIAN-HULICK (Malcolm/86) PO Box 48, Gilbertsville 13776 **(H)** ••• Maria & Adam ABESHOUSE (Emily/90, Sarah/93) 128 Manor Ln, Pelham 10803-2417 ••• Kathie & Rick ARNOLD (Caralea/84, Kirk/87) 3175 St. Rt. 13, Truxton 13158 ••• Daniel BADGLEY & Carol MINERVA-BADGLEY (Jasno/85, Rachel/86, Benjamin/91) HCR Box 265, Owls Head 12969 **(H)** ••• Kathy & Ed BAKER (Todd/84) 1 Walnut Rd, Rocky Pt 11778 ••• Mary BALFOUR & Andri GONCAROV (Alexandra/86, Violet/89, Andris/92) 5331 Heverly Rd, Trumansburg 14886 **(H)** ••• Joe & Mary Jo BAYER (Patrick/88) Home Education Exchange of the Southern Tier, 13 Woodland Av, Binghamton 13903 ••• Anne & Paul BONAPARTE-KROGH (Mary/83, Katie/85, Phoebe/90) 413 Mitchell St, Ithaca 14850 ••• Nancy BRESLOW & Ted GOTTFRIED (Sydelle/89) 318 E 11 St, New York 10003 ••• Daniel BRIONES & Sonia IDELSOHN (Alan/92) 3807 Ravine St, Shrub Oak 10588 ••• Pamela BROWN Alan LEFKOWITZ (Sharla/83, Chad/89) 600 E Franklin St, Horseheads 14845 ••• Terence BURKE & June McINTOSH (86, 89, 89, 92) 109 Grenfell Rd, Dewitt 13214 ••• Graham & Judy CAMERON (Christie/81, Scott/84, Elisa/87, Patti/92) 257 S Quaker Ln, Hyde Park 12538 ••• Roy & Laurie CHAMBERLAIN (Zachary/83, Ashley/85) 6247 Graham Rd, Elba 14058 ••• Priscilla COLLETTO (Marlo/88) 4211 Rt 13, Truxton 13158 **(H)** ••• Catherine CORAY & Joseph DALY (Harper/88) 164 E 7 St, New York 10009 ••• Ward & Alice COTTAR (Jeroen/84, Sanne/85, Michiel/87, Kasper/88, Jolijn/90) 7 Davis Av, PO Box 623, Hammondport 14840 ••• Jim & Tracey COVELL (Jimmy/84, Jack/87, Glen/91) 24 Cramer Rd, Poughkeepsie 12603 ••• Kathy & Ray CRIMMINS (Heather/84, Emily/87) 107 Brook St, West Sayville 11796 ••• Philip & Kathryn DEITSCH (Emily/85) PO Box 106, Dansville 14437-0106 ••• MacBeth & Don DERHAM (Elizabeth/90, Trip/92, Annika/93) PO Box 5, Floral Park 11002-0005 **(H)** ••• Barbara DEWEY, 275 Hungry Hollow Rd, Chestnut Ridge 10977 ••• Barbara & Brian EASTON (Kyle/84, Kiefer/91) 4 McIntosh Ln, Clifton Park 12065 ••• JoAnne & Warren EDSALL (Marc/89) 1 Denwood Terr, Bath 14810 ••• John & Ann ENDAHL (Jesse/86, Oliver/88) 59 Van Brunt, Selden 11784 **(H)** ••• Trish & Tim ENGELHARD (Tyler/84, Kelsie/87) PO Box 609, Candor 13743 **(H)** ••• Heather EVANS & Matt BAUMGARDNER (Zoe/90) 70 E 1st St #1, New York 10003 ••• Chris & Debbie FIGLIOLA (Pilar/90, Jordan/93) 35 Oriole Way, Dix Hills 11746 ••• David & Brynda FILKINS (Vanessa/80, Melissa/83, Allison/85) FAMILIES FOR HOME EDUCATION, 5458 Oxbow Rd, Cazenovia 13035 **(H)** ••• Michael & Cindy FREEBERN (Shawn/77, Ryan/80, Kelly Jean/83, Patrick/90) RD 1 Box 232A, Hudson Falls 12839 **(H)** ••• Jon & Susan FREYER (Emily/87, Hattie/89) 280 Ridge Rd, Ridge 11961 ••• Angela GAGO & Dominique VIEL (Julien/90, Anais/94) 21 Ellington Way, New Hempstead 10977-1401 ••• Daniel & Renni GALLAGHER (Tavish/88, Conor/90) 223 Water St, Brooklyn 11201 **(H)** ••• Susan & Eugene GARDNER (Sarah/87, Emily/91) Progressive Home Education Assoc, 37 Lamplighter Ln, Saratoga Spgs 12866 ••• Carol GRASER & Jeff HALPERN (Marly/85, Delia/90) 318 Reidel Rd, Amsterdam 12010 **(H)** ••• Dana & Gary GUMANOW (Ethan/89, Nora/91) 583 A 6th St, Brooklyn 11215 **(H)** ••• Teresa & David HALPERT (Sam/84, Claire/85, Abe/88, Jake/90, Maddie/93) 120 Moss Hill Rd, Horseheads 14845 ••• Joan HARRISS & Jim MURPHY (Kevin/84, Sarah/86, Molly/90) 1430 Ridge Rd, Horseheads 14845 ••• Lou & Sue HEAVENRICH (Coulter/86, Toby/90) 115 Hubbard Hill Rd, Candor 13743 **(H)** ••• Rae-Ann & Max HEINRICH

(Craig/68, Melisa/71, Kiersten/84) 164 Argyle Rd, Brooklyn 11218 **(H)** ••• Lois & David HELLER-WALLACE (Joshua/90, Matthew/92, Emily/94) Tri-State Homeschoolers, 2517 Rt 32, Glen Spey 12737 **(H)** ••• Christine & Andy HOFER (Michael/78, Dustin/92) 77 Old Albany Post Rd, PO Box 90, Ossining 10562 ••• Sandra & Robert HOFFMAN (Shena/88, Brooks/90) 245 E 72 St Apt 2A, New York 10021 ••• Linda HOLZBAUR & Ken RITTER (Grace/81, Nat/84, Anna/86, Eleanor/89) 249 Coddington Rd, Ithaca 14850 ••• Nancy & Philip HOUGH (Evelen/86) 808 West End Av #706, New York 10025 ••• Katharine HOUK & Seth ROCKMULLER (Tahra/69, Benjamin/79, Emily/82) 29 Kinderhook St, Chatham 12037 **(H)** ••• Peter & Barbara IRVINE (Erica/79, Philip/81, Nicholas/86, Joanna/88) 522 Nottingham Rd, Syracuse 13210 ••• Suzanne JUNG & John SEAVER (Jes/79) 5130 Rt 227, Burdett 14818 ••• Janine KAM & Rajinder LAL (Zarin/90, Zubin/93, Navros/95) 32-39 35 St 1st Fl, Astoria 11106 ••• James KEITH & Sheri EBERLY (Ian/83, Dylan/92) 1790 County Rd 5, Addison 14801 ••• Lanny & Virginia KENDRICK-BOWSER (Evee/83) 649 Nash Rd, Elbridge 13060 **(H)** ••• Kim KIMBLE & Tom McENTEE (Bryce/82, Minty/84, Noelle/91) 94 Plains Rd, New Paltz 12561 **(H)** ••• Jeff & Carolyn KISLOSKI (Elizabeth/90, Emily/92, Matthew/93) 290 Lackawanna Av, Owego 13827 ••• Jonathan KLINE & Flora MARRANCA (Leah/83, Aphra/85, Mattea/89) 5066 Mott Evans Rd, Trumansburg 14886 ••• Kimberly KLINE & Kevin McGOWAN (Jay/86, Perri/91) 468 W Dryden Rd, Freeville 13068 ••• Karen & Charles KREMER (Colin/87, Kaitlyn/90) RR 1 Box 21, Cherry Valley 13320 **(H)** ••• Chris & Gina KROL (Emily/88, Adam/91, Jeremy/93) 2604 Robins St, Endwell 13760 ••• Ed & Margaret KUCZYNSKI (Justin/82, Alena/88) 545 1st Av #9U, New York 10016 **(H)** ••• John & Donna KURTZ (Kirsten/80, Jared/82, Gunther/84, Abram/87, Cicely/91) RD 1 Box 61, Andover 14806 **(H)** ••• Cynthia & Jerry KUZNIEWSKI (Michael/86, Michelle/88, Christine/90) 150-42 16 Rd, Flushing 11357 ••• Veronique LaLIBERTE (Lana/79, Lainey/81) 6 Hoags Corners Rd, E Nassau 12062 **(H)** ••• Martha & Barry LASH (Rachel/80, Hannah/81) RD 1, Alfred Station 14803 **(H)** ••• Ginny & Art LEE (Connor/90, Spencer/91) 967 River View Rd, Rexford 12148 **(H)** ••• Betty & Frank LEPORE (Mike/80, Anne/82, Paul/84, Mary/86, Christopher/89) 69 Centre Dr, Manhasset 11030 ••• Marsha & Gary LICHOROWIC (Nils/83, Luc/87) 135 Clinton St, Whitesboro 13492 ••• Edna & Simon LITTEN (Anna/70, Dan/72, Reuben/76, Emily/81) PO Box 48, Altamont 12009 **(H)** ••• Tom & AnnMarie LOUGHLIN (Jenna/80, Brian/83, Eric/87) 105 W 4th St, Dunkirk 14048 **(H)** ••• Christina & John LUND (Daniel/84, Benjamin/86) 13 Willow St, Sayville 11782 ••• Helene Martin LYNN (Seth/79, Ashley/83) 87 Clinton Rd, Bedford Hills 10507 **(H)** ••• Claudia Cain & Bill MALONEY (Geneva/86, Jackson/88) 205A W Maple Av, Monsey 10952 ••• Amy & David MANTELL (Sarah/83, Eli/87) Rochester Area Homeschoolers Assoc, 275 Yarmouth Rd, Rochester 14610 ••• Richard & Susan MASON (Gregory/82, Nicole/83, Natalie/85, Frank/87, Bonnie/90) PO Box 74, Troupsburg 14885 **(H)** ••• Alison McMAHAN & Steve BLUESTONE (Ruth/90) 1470 Malden Ln, Yorktown Hts 10598 **(H)** ••• Cathy McNULTY & Stefan CZAPSKY (Abigail/77, Clytie/79, Violet Rose/87, Maeve/90) 278 Vandervort Hill, RD 1, Unadilla 13849 **(H)** ••• Robert & Debra MENTA (Jennifer/73, Stephen/75, Jon-Mark/77) PO Box 454, Rt 26, Whitney Point 13862 **(H)** ••• Allison & Bob MESNARD (Natalie/85, Lenora/87) RD 2 Box 244, Grippen Hill Rd, Vestal 13850 ••• Roger & Heather MILLEN (Tanner/87, Logan/89) 1049 Babcock Hollow Rd, Cortland 13045 ••• Marguerite MILLER & Steven HOTOVY (Mark/84, Leah/87, Paul/89, Joel/93) 33 Keith Ln, Dryden 13053 ••• Brooke MILLINGTON & Norbert KREMER (Hopper/92) 3559 Consaul Rd, Schenectady 12309 ••• Candace MINGINS & Chris STOSCHECK (Autumn/79, Leo/83, Claire/85) 67 Albee Hill Rd, Van Etten 14889 ••• Jo MOBERLY (Roy/83, Russell/87) THE CENTER BOOKSTORE, 149 S Main St, Naples 14512 ••• Carol & Thomas MORLEY (Thomas/79) 1595 Irving St, Baldwin 11510 ••• Ann MONGOVEN & Brad KARKKAINEN (Emma/92, Sophie/95) 404 W 116 St apt 21, New York 10027 ••• Theresa MORRIS & Gerald WEINER (Mona/81, Isaac/83) NYC HOME EDUCATORS ALLIANCE, 341 E 5th St, New York 10003 ••• L.L. Ann MOTTA & Jane GOHOREL (Monique/83) PO Box 128, E Marion 11939 **(H)** ••• Clara MULLIGAN & Peter WATSON (Holly/88, Forrest/90) 5325 Barber Rd, Avon 14414 **(H)** ••• Mike MUNDY & Theresa LOCHNER (Molly/91, Kieran/94) 548 Beach 132nd St, Belle Harbor 11694 **(H)** ••• Marie & Patrick NIES (Andrew/80, Amanda/84, Zachary/87) Hamilton Manor, Bldg 136C, Apt 4C, Poly Pl, Brooklyn 11209 ••• Astrid NILSSEN & Michael STOLZER (Eric/80, Alix/84) PO Box 32, Hobart 13788 ••• Mary O'KEEFFE & Ross MILLER (Alison/86, Catherine/90) 2255 Algonquin Rd, Niskayuna 12309 ••• James & Reva O'LEARY (Katie/86, Jimmy/88, Bobby/90) 30 Royal Av, Buffalo 14207 ••• Joe & Lisa O'REILLY (Rebecca/81, Brianna/84, Christopher/86, Jonathan/88) RR 1 Box 930, Irish Cape Rd, Napanoch 12458 **(H)** ••• Diane & James PEDROSA (Kristoffer/84, Bethany/86, John Michael/90, Thomas Christian/95) 81 Larter, Newburgh 12550 ••• Victoria & Jeff PERRY (Vera/90, Alison/91) RR 1 Box 15, Buskirk 12028 ••• Wayne & Diane PERRY (Daniel/84, Will/88, Abigail/90, Owen/92) 6007 W Scott Rd, Homer 13077 ••• Glenn & Beryl POLIN (Andrew/85, Ginny/88) 190 Hollywood Ave, Crestwood 10707 ••• Diana PRYNTZ & Brian NADWORNY (Avi/87, Rafi/90, Kaniel/93) 216 Rhinecliff Dr, Rochester 14618 **(H)** ••• Carol & Michael REIFF (Simon/80, Zoe/84) 552 La Guardia Pl, New York 10012 ••• Kathy RICHARDSON (Samantha/84) 79 E Market St, Corning 14830 **(H)** ••• Hank & Jane ROBERTS (Mary/85, Jacob/81) 328 Van Kirk Rd, Newfield 14867 **(H)** ••• Nancy ROTHMAN & Steve OSTROW (Peregrine/88) RD #4 Box 91, Bells Pond Rd, Hudson 12534 ••• Cindy SALWEN & Scott COBURN (Benjamin/88, Malka/90) 23 Beachfern Rd, Center Moriches 11934 **(H)** ••• Judith & Peter SCHAAF (Andrew/86, Chloe/90) 697 West End Ave, New York 10025 ••• Donald & Cynthia SCHNEDEKER (Jayme/81, Dana/84, Marya/86) 409 Mitchell St, Ithaca 14850 ••• Peggy & Stuart SCHOENER (Mary/87, Ruthie/90, Sophie/91, Sadie/92) 87 S Coolidge Av, Amityville 11701 ••• Stuart SEALFON & Celia GELERTNER (Rebecca/83, Rachel/86, Adam/91) 34 Sidney Pl, Brooklyn 11201 ••• Gail & Art SICHEL (Corianna/85, Amarynth/89) 416 Huschke Rd, Hurleyville 12747 ••• Jeanne & Eric SMITH (Daniel/88) 119 Murray St, Binghamton 13905 ••• Elisabeth & Brian SNARR (Bertrand/85, Beau/88) 914-941-7180 (Briarcliff Manor) **(H)** ••• Gregory SPUHLER & Martha PEREZ (Elena/86, Genevieve/94) 9 Autumn Dr, E Northport 11731 **(H)** ••• Joe & Sheila STONE (Ryan/84, Emily/89) Albany Area Homeschoolers, 46 Pershing Dr, Scotia 12302 **(H)** ••• Linda TAGLIAFERRO & Frederic THORNER (Eric/81) 248-44 Thebes Ave, Little Neck 11362 ••• Karen TENNEY & Micheal DOMANSKI (Elizabeth/85) RD 2 Box 664, Cobleskill 12043 **(H)** ••• George & Lisa TREICHLER (Dorothy/80, Elizabeth/83, William/85, Charles/88) 8033 Van Amburg Rd, Hammondsport 14840 ••• Regina TRICAMO & Blaine PALMER (Devlin/88, Julian/90, Francesca/95) 390 Stratford Rd, Brooklyn 11218 **(H)** ••• Wayne & Peggy WEBB (Lena/83) 212 Williams Ln, Kingston 12401 ••• Bridgett WESTON (Briana/89) 1780 Eastburn Av, Bronx 10457 ••• Wendy & Jefferson WESTWOOD (Adrienne/80, Phoebe/85) 53 Maple Ave, Fredonia 14063 ••• Bruce & Pat WHIPPLE (Brian/82, Kimberly/93) 91 Harden Rd, Lagrangeville 12540-6323 ••• Amy WILLAWER-OBERMAYER & Joe OBERMAYER (Anna/86, Margaret/88, Gabriel/92) 434 Trim St, Kirkwood 13795 ••• Tammy WILLIAMS (Perry/82, Ashley/85) 2615 Camden-Taberg Rd, Camden 13316 ••• Cliff & Deborah WINKLER (Derek/89, Robin/92) 99 Meadow Ct, Glenwood 14069 ••• Douglas & Linda WYATT (Simon/87, Timothy/90, Sarah/93) 20 W Miller Rd, Ithaca 14850 ••• Lisa & Yitzhak YAKOBI (Rafael/89, Maya/92) 90 Knights Bridge Rd, 1K, Great Neck 11021 ••• Darlene ZAKALA (Nathan/77) 211 Kossuth St apt 2, Rome 13440-4003 ••• Karen & Frank ZIMBA (David/88, Heather/90, Megan/94) 96 Fair St, Cooperstown 13326 **(H)**

NC — Carolyn & Rodney ADAMS (Elizabeth/89) 10 Alexander Dr #513, Asheville 28801 **(H)** ••• Stephen & Gail BEAULIEU (Kyle/85, Casey/87, Travis/89) 7129 Beaver Tr, Apex 27502 ••• Jocelyn BUTLER & Feryl MASTERS (Duncan/79, Luca/82, Miciah/86, Lilani/90) Rt 1 Box 219, Chocowinity 27817 **(H)** ••• Ann CONLON-SMITH & Shepherd SMITH (Nicholas/81, Peter/84, Oliver/88) 5517 Mapleridge Rd, Raleigh 27609 ••• Jeanie COOK (Elena/75, Mia/80, Emily/84) PO Box 16622, Chapel Hill 27516 ••• Stephen & Rebecca CORWIN (Brook/81, Heart/85, Forest/89) 800 Fairview Rd #245, Asheville 28803 ••• Greg & Laura COX (Kitty/86) 4801 Abercroft Pl, Fuquay-Varina 27526 ••• Joy & David CROSBY (Laurel/86) 618 2 St NE, Hickory 28601 ••• Sharon & Mike CROTHERS (Christina/87, Bill/89, Andrew/91) 2928B Stoneybrook Av, Gastonia 28054 **(H)** ••• Scott & Cindy DANIEL (Christian/92, Jared/95) 2120 Shadwell Ct, Gastonia 28056 ••• Martha & John DELAFIELD (Matthew/90, Thomas/92) 336 John Horton Rd, Apex 27502 ••• Susan DUNATHAN & Matt LAWRENCE (Max/84, Clare/85) 300 Brown Cir, Rolesville 27571 ••• Chuck & Donna EARNEY (Barrett/77, Oliver/82) 208 Cannon Rd, Wilmington 28405 ••• Stephan & Robyn ECKERMAN (Mattie Rose/86, Ezra/90) Rt 1 Box 290 D, Warrensville 28693 **(H)** ••• Francis EDGERTON & Deborah JONES (Caitlin/80, Zachary/84, Darcy/88) 3232 Lee Rd, Clayton 27520 ••• Jane FLEMER (Emma/84, Nell/87) 580 Old Hwy 64, Warne 28909 ••• Linda & Randy GERGEL (Diana/86, Elizabeth/92) 30 Martindale Rd, Asheville 28804 ••• Rachel & Blair HILL (Zach/84) 4035 Lattimore Dr, Hillsboro 27278 ••• Ed & Janice HONEYCUTT (Elizabeth/88, Savannah/94) 505 E Oak Island Dr, Long Beach 28465 ••• Marie HOPPER & Robert WAGNER (Quinn/90) 1533 Andover Av, Greensboro 27405 **(H)** ••• Sarah HOWE & Randy BEST (Madeline/84, David/85, Alicia/88, Alan/92) 2934 Ridge Rd, Durham 27705-5528 **(H)** ••• Tom & Barbara HOWE (Brevet/79, Kira/83, Devon/86) 5094 Lucy Averette Rd, Oxford 27565 **(H)** ••• Joan & David HUMPHREYS (Justin/84, Samuel/87) 466 Windsor Rd, Asheville 28804 **(H)** ••• Edie & Rock HUNT (Erin/77, Ashley/81, Kaitlyn/84, Ethan/88) 542 E Farriss Av, High Point 27262 ••• Ron & Deanie HYDLER (Jenny/79, Justin/83, Summer/85) 320 Whitehead Av, Spencer 28159 **(H)** ••• Antoine & Lury IGNIZIO (Graham/80, Drew/83, Claire/84, Reed/91, Joel/92, Anne Rachel/95) 40 Laurel Ridge Dr, Horse Shoe 28742 ••• Michael & Tammy JONES (Aaron/84, Jaimie/86) 4068 Pinecrest Dr, Hickory 28601 **(H)** ••• Diane KATZ & Philip BIZZARRI (Ella/84) 74 Nick's Bend West, Pittsboro 27312 **(H)** ••• Kathleen & George KING (Joseph/83, Leslei/86, Michael/89) 1106 E Second St, Ayden 28513 **(H)** ••• Susan LASWELL (Sean/74, Sarah/77, Amy/80) 202 Carol St, Carrboro 27510 ••• Bob & Karen McALISTER (Jenny/81, Will/84) 2222 Monza Dr, Albermarle 28001 **(H)** ••• Libby & Jim MIJANOVICH (Burns/89, Spencer/90) 2975 Jackson Grove Rd, Columbus 28722 ••• Tracey MOE (Jon Taj/86, Collin/90) 2713 Kittrell Dr, Raleigh 27608 **(H)** ••• Linda & Mike NASH (Jenny/78, Shannon/82, Katie/85) 1277 Northside Rd, Creedmoor 27522 ••• Bob & Susan NOFFSINGER (Daniel/74, Keely/76, Sara/79, Benjamin/84) Rt 1 Box 741-D, Manteo 27954 **(H)** ••• Peggy NUGENT (Julia/87, Rebecca/89) 1226 Winslow Av, Asheboro 27203 **(H)** ••• Mary Ann & Stephen PAGANO (Benjamin/87, Noah/89, Liliana/93) 5330 Three Waters Ln, Graham 27253 ••• Tracey & John POWELL (James & Caitlin/87, Allison/91, Nicole/94) 8905 Castleberry Rd, Apex 27502 **(H)** ••• Dan & Suzan PRATT (Charlie/82, Oliver/86) 3009 Cottage Pl, Greensboro 27455 **(H)** ••• Susan & Bob RATNER (Joshua/76, Shana/79, Micah/81, Dena/83, Rebeccah/86, Noah/91) 315 Sondley Dr E, Asheville 28805 ••• Trish SEVERIN & Doug WOODWARD (Autumn/83, Forest/86, Rivers/89) 68 Lakey Creek, Franklin 28734 **(H)** ••• Danny & Judy SMITH (Dana/80) PO Box 434, Belhaven 27810-0434 ••• TC & Nimette SOLI (Krista/81) Rt 1 Box 320, Stokes 27884 **(H)** ••• Larry & Donna STEINBERG (Tori/87, Joshua/89) 317 Auburndale St, Winston-Salem 27104 ••• Beth & Randy STEVENSON (MacKenzie/82, Emma/84, Hannah/88) 1410 Greenwood Circle, Cary 27511 **(H)** ••• Lori & Will WAGONER (Braelyn/84, Logan/86, Amron/88) PO Box 443, Oriental 28571 **(H)** ••• John & Carol WELCH (Sarah/88, Joshua/90) 109 Elizabeth Av SE, Hickory 28602 **(H)** ••• Malin & Charles WELLMAN (Leah/79, Colle/81, Pollen/83, Elan/84) Rt 5 Box 339, Lenoir 28645 **(H)** ••• Stephany & Ken WESTON (Elijah/74, Emily/85, Oliver/88) 919-479-3170 (Hillsborough) **(H)** ••• Gary & Laura WILKINS (Richard/80, Janette/82, Daniel/86) 218 Satara Dr, Wilmington 28412 ••• Jane Brown & Matt WILLIG (Perry/84, Jesse/91) 2521 White Oak Creek Rd, Burnsville 28714 **(H)** ••• Ann & Eric YALES (Keller/93, Aaron/94) Rt 2 Box 2945, Columbus 28722 ••• Kate ZURICH & Jeff STILLSON (Michael/84, Luke/87) 375 Old Leicester Rd, Asheville 28804 **(H)**

ND — Phil & Janet GERLA (Timothy/81, Andy/84, Paul/87, Rebecca/90) 711 25 Av South, Grand

BEST COPY AVAILABLE

Forks 58201 (H)

OH — John & Judith ALLEE (Nancy/80) 15055 Brushy Fork SE, Heath 43056 (H) ••• Gayle & Harry AMICK (Joshua/81, Jesse/86) 5544 Columbia Dr, Bedford Hts 44146 ••• Richard & Penny BARKER (Britt/68, Maggie/73, Dan/74, Ben/76, Jonah/78) THE COUNTRY SCHOOL, 5221 Township Rd 123, Millersburg 44654 ••• Ivan & Marlene BEGGS (Joy/74, Eric/77, Brad/81, Peter/83) 236 19th NW, Canton 44709-3849 (H) ••• John & Diane BENGSON Shaun/83, Joel/88) 4386 Knob Hill Dr, Bellbrook 45305 (H) ••• Max & Jane BLAIR (John/88) 402 Wilson Park Dr, Miamisburg 45342 ••• Harrison & Suzanne BOLYARD (Aaron/83, Simon/85) 941 Orchard Dr, Rossford 43460 ••• Julie & Richard BRASHEAR (James/90, Stephanie/91) 518 Kathron Av, Cuyahoga Falls 44221 ••• Michael & Marsha BRODY (Joseph/91, Lucas/92, Kaitlin/94) 213 N 2 St, Waterville 43566 ••• Daniel & Felicia CAIN (Bryan/87, Sarah/89, Steven/92) 4323 Skycrest Dr NW, Canton 44718 (H) ••• Laurie & Jim CLARK (Tiffany/85, Kenny/86, Danny/87, Charlotte/94) 5668 Twp Rd 105, Mt Gilead 43338 (H) ••• Lori COLLNER & Roy LOWENSTEIN (Dylan/85, Jacob/90, Mira/93) 748 Sheridan Av, Columbus 43209 ••• Peggy & Stephen DALY-MASTERNAK (Nathan/84, Ben/87) 3455 Drummond Rd, Toledo 43606 (H) ••• Barbara DEWEY (Chris/86, Robin/90) 89900 Mill Hill Rd, Bowerston 44695 (H) ••• Michael & Karen DICK (Raymond/83, William/86, David/89) 6602 W Smith Rd, Medina 44256 ••• Pam EASTERDAY (Katherine/85, Clay/90, Anna/92) 10200 Pleasant Valley Rd, Mt Vernon 43050 ••• Todd EGGER & Debbie TREIJS (Keir/88, Teryn/90) 589 Hamblin Ln, Cincinnati 45255 ••• Angela & Todd EMMER (Vincent/92) 1570 Pyle Pl, Columbus 43227 ••• David & Phebe ENGEL (Maggie/83, Clara/86, Grace/89) 4627 Haddington, Toledo 43623 ••• David & Nan ERBAUGH (Zachary/77, Noah/82) 47 S Main St, W Alexandria 45381-1243 ••• Mario & Lisa ERMI-RIBIS (Edward/79, Mario/86, Jeno/88) 2292 Chesterfield Ln, Batavia 45103 (H) ••• Katharine EWING (Douglas/82, Margaret/86) 3966 Elmwood Rd, Cleveland Hts 44121 ••• Jim & Ann FINGAR (Diana/78, Elizabeth/82) 57 Central Av, Athens 45701 ••• Wendy FRAKER (Eric/82, Nick/85) 930 Brinton, Toledo 43612-2412 (H) ••• Sam HESS & Roger ROUSE (Alverna/83, Woodsen/87) 14980 S R 550, Athens 45701 (H) ••• San HESS & Roger ROUSE (Alverna/83, Woodser/87) 14980 S.R. 550 S.R. 550, Athens 45702 (H) ••• Sean HILL & Desiree POWERS (Anya/85, Henry/89) 633 Robinwood Dr, Yellow Springs 45387 (H) ••• Cassie & Chris HOLDERMAN (Andrew/89, Zara/91, Dylan/93) 9005 Hidden Springs Rd, Hopewell 43746 (H) ••• Bob & Linda HOLLOWAY (Aaron/82, Clint/86, Austin/92) 3219 Dresden St, Columbus 43224-3544 (H) ••• Bob & Valerie HOLWAY (Elisa/71, Ryan/73, Laura/82, Eric/84, Katie/91) 2695 Little Darby Rd, London 43140 (H) ••• Ellen & Will HUNT (Andrew/84, Susannah/87) 56 E Orange, Chagrin Falls 44022 (H) ••• Laura & David KENNEDY (Mariah/90, Caleb/93) 4220 St Martins Pl, Cincinnati 45211 (H) ••• Mark & Linda KIRBY (Lily Rose/88) 151 E 238, Euclid 44123 ••• Geoff & Almuth KOBY (Sarah/84, Peter/88, Elizabeth/91) 845 Morris Rd, Kent 44240 (H) ••• Paula & Scott KOWALKE (Peter/79, Adam/82) 5998 Taylor Rd, Painesville 44077 ••• Jerry & Debbie LAMMERS (Brandon/76, Keith/78, Monica/83) 909 Shearwood Dr, Perrysburg 43551 (H) ••• Bradley & Karen LEPPER (Benjamin/88, Peter/92) 114 Jefferson Rd, Newark 43055 ••• Peg LeROY & Fred POCKRANDT (Andrew/88, Matthew/90, Sarah/92) 10720 Escondido Dr, Cincinnati 45249 ••• Tammy LEUBA (Jewel/87, Micah/91) 1860 Hilt Rd, Yellow Springs 45387 (H) ••• LeRoy & Rachel LLOYD (Francine/73, Natalie/78) 14137 Campbell Hill Rd, Bowling Green 43402 ••• Paula & Jeff LONG (Katie/82, Oliver/84, Quincy/86, Aislinn/89) 313 Tappan St, Columbus 43201 (H) ••• Steve & Sydney MATHIS (Lauren/81, Adam/84, Evan/85) 10426 Locherest Dr, Cincinnati 45231 (H) ••• Jan MIKINA & Tony LEONARD (Nate/86, Laura/90) 3816 Barker Rd, Cincinnati 45229 ••• Chris & Mary MURPHY (Ryan/84, Kyle/86, Kate/92) 1144 Koons Rd, N Canton 44720 ••• Carol & Dan NARIGON (Brandon/84, Sophie/91) 2913 Stauffer Dr, Beavercreek 45434 ••• Dee PIETSZYK (Maya/86, Kendra/88) Heights Homeschoolers, 2065 Halsey, S Euclid 44118 (H) ••• Kevin & Janet RHODES (Darcy/86, Hilary/88, Gillian/90) 27 Ravine Ridge Dr S, Powell 43065 (H) ••• Mario & Lisa RIBIS (Mario/86, Jeno/88, Edward/89) 2292 Chesterfield Ln, Batavia 45103 ••• Kelly ROTROFF (Sam/81, Sarah/85, Shelley/87, Summer/89, Stephen/94) 9520 Co Rd 10-2, Delta 43515 ••• Bill RUFFIN, PO Box 36347, Cincinnati 45236 ••• Daniel & Elizabeth RYAN (Ruben/85, Raphael/89) 458 West Hines Hill Rd, Hudson 44236 (H) ••• Cindy & Rob SCARBOROUGH (Olivia/90, Mathias/92) 1181 Poorman Rd, Bellville 44813 (H) ••• Heidi SCHNITZER (Gretal/86) National Home Education Assoc, 5900 Som Center Rd Suite 156, Willoughby 44094 ••• Jim SHAW & Louann REBBIN-SHAW (Jene/81, Maryla/87) 4412 Osborn, Medway 45341 ••• Barb & Gil SHERMAN (Jennifer/83, Colleen/85, Daniel/88, Anna/89, Mary 91, Peter/94) 3996 Tennyson Ln, N Olmsted 44070 ••• Kim THOMPSON & Tim STANFORTH (Benjamin/87, Erin/91) 4247 Gordon St, Cincinnati 45223 (H) ••• Debbie TREIJS & Todd EGGER (Keir/88, Teryn/90) 589 Hamblin Ln, Cincinnati 45255 (H) ••• Mary & Mark VAN DOREN (Helen/83, Greta/86, Alice/89, Veronica/93) PO Box 121, New Marshfield 45766 ••• Cheryl WALLACE & Billy LARKIN (Wallace/86, Liam/90) 4200 Azalea Av, Cincinnati 45227 (H) ••• Dick & Debbie WESTHEIMER (Gabriel/80, Nathan/83, Hannah/86, Eva/91) 1395 Lake Allyn, Batavia 45103 (H) ••• Michael & Lesley WESTRUM (Madeline/80, James/81, Rebekah/83, Rachel/85) Rt 4 Box 482A, Portsmouth 45662 ••• Mark & Deborah WILLIAMS (Matt/87, Liz/90, Hannah/93) 56 N Bertchen St, Port Clinton 43452

OK — Lynn & Nancy CHOWNING (David/85, Mary/87) 711 Century Dr, Moore 73160 ••• Chuck & Paulet GARRETT (Zach/86, Joshua/89) 2732 E 68th St, Tulsa 74136 ••• Kathleen GERETY & James HOWARD (Maura/89) 6461 Clear Creek Loop, Bartlesville 74006 ••• Lynne KELLER & Stephen KENTON (Leah/82, Leslie/83, Lessa/86) Home Educators Resource Organization, 475 College, Norman 73069 (H) ••• Tom & Shawna LINCK (Justin/86, Anna/90, Madison/92, Jennie/94) 12862 Magnolia Dr, Piedmont 73078 (H) ••• Robert & Carol MECIONIS (Sarah/84, Amanda/87, Ricky/90) 501 E Helenas St, Broken Arrow 74012 ••• Alan & Leslie MOYER (Matthew/87, Sarah/88, Elizabeth/93) 4401 Quail Run Av, Skiatook 74070 (H) ••• Joe & Valerie O'BRIEN (Joey/86, Kevin/89) 7920 S 78 East Av, Tulsa 74133 (H) ••• Kathie & Al SHULTZ (Peter/79, Martin/82, Katina/84) RR 2 Box 224, Ponca City 74604 ••• Joyce & Earl SPURGIN (Catherine/81) 9401 S Lakes Estates, Tishomingo 73460

OR — Gene & Diana BASKIN (Lisa/72, Charlie/78, Marla/86, Anna/89, Lara/92) 20229 NW Green Mtn Rd, Banks 97106 ••• Pattiebuff & Richard BEAR (Micah/80, Bjorn/83, Emily/86) 36690 Wheeler Rd, Pleasant Hill 97455 (H) ••• Don & Nancy BOATWRIGHT (Kevin/80, Bryan/82) 1855 SW Whiteside Dr, Corvallis 97333 ••• Karen & Russell BRANDON (Kayla/75, Abra/81, Ocia/83, Tanner/89, Tyne/94) 402 Allium St, La Grande 97850 ••• Beth & Paul CRAWFORD (Josanna/77, Eben/83) 39175 NW Hidden Acres Ln, Cornelius 97113 (H) ••• Joel DAVID & Kristin SYKES-DAVID (Aaron/85, Toby/89) HC 72 Box 245A, Princeton 97721 (H) ••• Michael & Sue DUGGAN (Jessica/87, Andrew/90) 2838 River Rd S, #C, Salem 97302 ••• Patricia DUNHAM & Gary WALKER (Ari/92) PO Box 3597, Eugene 97403-0597 ••• Beth & Steve ERFURTH (Kira/76, Shane/79, Charlotte & Emily/89) 1890 Tigertail Rd, Eugene 97405 (H) ••• Kate GREGORY & Lee LEDERER (Autumn/84, Micah/88) 631 W 16 St, McMinnville 97128 ••• Randy & Nancy HAWK (Casey/88, Quincy/91, Emilee/93) 15056 S Loder Rd, Oregon City 97045 ••• John & Anne HILL (Christine/82, Charlie/87, Karen/84) 21505 S Cloud View Dr, Oregon City 97045 ••• Jill HUBBARD & Bill GRIFFITHS (Evan/80, Morgan/86) WILLAMETTE HOMESCHOOLERS, 245 W 27th Ave, Eugene 97405 (H) ••• Ann & Alan HUSTER (Angela/85, Abby/88, Monica/92) 1734 Gibson Way NW, Albany 97321 (H) ••• Christy INGRAHAM & Parviz MOGHADDAS (Carlin/85) 9216 N Leonard St, Portland 97203 ••• Jane JOYCE, THE LEARNING CONNECTION, PO Box 1091 #196, Grants Pass 97526 ••• Gerrie & Michael KING (Cale/77, Jess/79, Ian/90, Sage/93) 3958 Green Valley Rd, Oakland 97462 ••• Jeff & Taunya LADY (Brianna/90, Kendra/93) 528 Delta St, Klamath Falls 97601 (H) ••• Rick & Ann LAHRSON (Alice/78, Erin/81) 9025 SW 50th, Portland 97219 ••• David & Karlyne LANDRUM (Melyssa/78, Laryssa/81) 1304 3 St, Baker City 97814 ••• Ronald & Chloe LARVIK (Jason/78) 1202 Willow, La Grade 97850 (H) ••• David & Kathy LAWRENCE (Jenny/81) 6343 SW Hiawatha Ct Lake O, Lake Oswego 97035 ••• Grace & Skip LLEWELLYN, 220 Cross Pl, Eugene 97402 ••• June & John LOVELL (Tom/91, Adam/94) 4100 Sylvester Dr, Hood River 97031 (H) ••• Marilyn LOWE & Craig COWAN (Abra/82, Sol/90, Celia/93) 1295 Marshall Dr SE, Salem 97302 (H) ••• Julie MARCHINI & Eric RESENER (Forest/89) 79313 Repsleger Rd, Cottage Grove 97424 ••• Bryan & Denise MORLAND (Elijah/91, Noah/93) 7219 Upper Applegate Rd, Jacksonville 97530 (H) ••• Conrad & Regina MUELLER (Amanda/77, Georg/80, Hans/82, Kirstin/84, Manfred/87, Solveig/88, Wendelin/91) 1120 15th St NE, Salem 97301 (H) ••• Florence & George MUSSER (Amy/86, Andy/88) 315 E 5th St, Newberg 97132 ••• Judy NAGEY (Thad/80) 1430 Willamette #267, Eugene 97401 ••• Amy OBLAK & Gary David SIEGEL (Eva/92) Ahava Learning Cooperative, 25849 Cherry Creek Rd, Monroe 97456 (H) ••• Leslie OTTO & Bruce HILL (Jesse/88, Sage/90, Sequoyah/92, baby/94) 68183 Northrup Cr Rd, Clatskanie 97016 (H) ••• Kerrie & Craig PALERMO (Casey/86, Taylor/90) 2775 Greenbriar St, Reedsport 97467 (H) ••• Sarah PATTEE & Stuart HENIGSON (Harley/88, Emma/90) 476 Buckhorn Rd, Ashland 97520 (H) ••• Cathy & Sam PENNINGTON (Jackie/87, Tatum/88, Sloane/90, Sam/92) 11115 Williams Hy, Grants Pass 97527 (H) ••• Bruce & Wendy REININGER (Erica/80, Lara/86, Luke/89) 19592 Alsea Hwy, Alsea 97324 ••• Rich & Cathy ROBERTS (Sean/86, Arik/88, Colin/90, Dylan/92) 18016 Rainbow Rock Rd, Brookings 97415 (H) ••• Shannon & Susan SALMON (Jessica/81, Ashly/82, Joshua/89, Dana/92) PO Box 24, McKenzie Bridge 97413 ••• Vince & Angela SCHWINDT (Mikaila/87, Colby/89, Kendra/91) 325 NW 10 St, Corvallis 97330 (H) ••• Mandy & Jonathan SMITH (Emily/88) 2333 SW Indian Mary Ct, Troutdale 97060 ••• Lehana & Bill SMYTH (Roshan/77, Roman/80, Hannah/81, Kaylan/85) 590 Azalea Dr, Grants Pass 97526 ••• Laurie TRIEGER & Larry COXE (Amalia/86, Dion/90) 2710 Polk St, Eugene 97405 ••• Linda ZIEDRICH & Robert WATERHOUSE (Benjamin/84, Rebecca/88, Samuel/91) 7175 SE Wallace Rd, Dayton 97114 (H)

PA — Jim & Laurie ADAMS (Tom/77, Tina/79, Blair/80) 112 Lynwood Dr #3, Edinboro 16412 ••• Christina & Joe BARRY (Kate/85, Michael/87) 105 Marie Dr, Pittsburgh 15237 ••• Ronald & Diana BASEMAN (Olivia/78, Delia/82, Gabriel/86, Raphael/88, Larissa/91) PENNSYLVANIA HOME EDUCATION NEWS, RD 3 Box 256 B, Tarentum 15084 ••• Peter BERGSON & Susan SHILCOCK (Amanda/76, Emily/78, Julia/81, Nicholas/84) 314 Bryn Mawr Ave, Bryn Mawr 19010 ••• Jonathan & Diane BERMON (Matthew/84, Sydney/87, Carolyn/89, Tyler/90, Ross/92) North St Box 193, Pomeroy 19367 ••• Jonathan & Diane BERMON (Matthew/84, Sydney/87, Carolyn/89, Tyler/90, Ross/92) North Street Box 193, Pomeroy 19367 ••• Anita BOWER & David ROSS (Ross/89) 21 Greentree Ln, Malvern 19355 ••• Thomas & Pamela BRONSON (Samuel/86, Eliza/90) 104 Glencoe Rd, Upper Darby 19082 ••• Molly BUCHANAN & David ATKINS (Celana/77) RD Box 20, Woodward 16882 ••• Steve & Patty BULACK (Jonathan/85, Alene/86, Chelsea/88, Brianna/90) 920 S 48 St, Philadelphia 19143 ••• Barbara CALABRESE (Crystal/90, Angela/91) RR 2 Box 8800, Milford 18337 (H) ••• Sandy, Steve, & Duncan CLARK (Jessie/83, Mary/85) PO Box 213, 2097 Newark Rd, New London 19360 (H) ••• Fullis & Bob CONROY (Meredith/80, Fiona/83, Silas/85) 1724 Smoky Corners Rd, Williamsport 17701 (H) ••• Ann & Chris DAVIS (Calida/83, Jordan/86) RD 1 Box 1727, Stewartstown 17363 (H) ••• Ruth & James DUMAS (Rosalie/90) PO Box 3476, Gettysburg 17325-0476 ••• Ann & Bob EARLY (Nicholas/80) 701 Ferne Dr, Kittanning 16201 ••• Rosalia FIGUEROA (Gabriel/89, Rubi/92) 915 Summit Chase Dr, Reading 19611 ••• Carol FITZGERALD & Wade WRIGHT (Jesse/79, Dillon/81, Adrian/87) RR 1 Box 124A, Stillwater 17878 ••• Clarence & Charlotte FREED (Bart/78, Natali/79) 2402 Brunner Rd, Emmaus 13049 (H) ••• Alexandra FRENCH (Alxie/85, Zane/90) Box 39A RD #1, Palm 18070 ••• Donna & Karl GLESSNER (Carrie/86, Jacob/89) RD 2 Box 336D, Friedens 15541 ••• Pauline HARDING & Peter EVERETT (Matt/89, Mike/93) 4835 Greenwood St, Brookhaven 19015 (H) ••• Dan &

BEST COPY AVAILABLE

Gloria HARRISON (Elizabeth/74, Antonia/78, Anna & Sophia/84) RD 11 Box 544, Greensburg 15501 (H) ••• Jim HASSETT & Linda KELLY-HASSETT (Erin/88) 1119 Talleyrand Rd, W Chester 19382-7416 ••• Rich & Mary HIMMER (Rebecca/81, David/85) 1035 Hereford Dr, Blue Bell 19422 ••• Randy & Kathy HOLLEGER (Mary/85, Dianne/87, Paul/90) 3106 Swede Rd, Norristown 19403 (H) ••• Kathy & Randy IRELAND (Kelsey/92, Megan/94) 845 Wynnewood, Camp Hill 17011 ••• Dan & Michelle JOHNSON (Lydia/89, Jeremy/90, Benjamin/93) 520 Collegeville Rd, Collegeville 19426 (H) ••• Steve & Melissa JOHNSTON (Travis/83, Chauncey/86) 2822 Winner Rd, Sharpsville 16150 ••• Lisa KAUFMAN & Lou TAMLER (Cory/86, Sara/87, Jennica/91) 4645 Cook Av, Pittsburgh 15236 (H) ••• Gina KELLOGG & Chip HOLLISTER (Daniel/81, Lucas/83, Lily/87) ENDLESS MOUNTAINS HOMESCHOOLERS, RD 3 Box 80, Columbia Cross Rds 16914 (H) ••• Ed & Cheryl LACHOWSKI (Benjamin/92) 33 Kutz Rd, Fleetwood 19522 ••• Rachel LEHR & Kim MUESER (Jake/82, Anna/86, Benjamin/90) 106 Union Av, Bala Cynwyd 19004 (H) ••• Gerald & Ellen LITWACK (Geoffrey/79, Kate/86) 517 S Roberts Rd, Bryn Mawr 19010 ••• John & Marcia LOUGHNER (Kyle/83) RD 2 Box 1335, Mansfield 16933 ••• Mary LOUNSBURY & Sal D'ANGIO (Hillary/87, Claire/92) Creative Education Network, Star Route, Mechanicsville Rd, Carversville 18913 ••• Jennifer & Steven McCARTHY (Kaitlin/83, Anna/86) ENDLESS MOUNTAINS HOMESCHOOLERS, RD 6 Box 19B, Wellsboro 16901 ••• Carol McILVAINE & Jim WYCKOFF (Teal/80, Claes/82, Rebecca/85) Box 199, Shawnee on Delaware 18356 (H) ••• Caroline MERRILL (Jonathan/87, Ryan/89, Paul/91) 900 Montgomery Av #305, Bryn Mawr 19010 ••• Linda & John MICKNA (Alexis/80, Karen/84) 108 Stony Way, Norristown 19403 (H) ••• Diane MIGLIACCI (Michael/81, Justen/83) 920 Wood St, Bristol 19007 ••• Diane & Dean MOXNESS (Merelei/84, Eric/87) RR 6 Box 6349, E Stroudsburg 18301-9174 ••• Donna & Rick MULLER (Billy Lee/80, Sarah/81, Joshua/84, John Caleb/87) 25 Harvest Dr, Barto 19504 ••• Tom & Madalene MURPHY (Emily/72, Christian/76, Clare/79) RD 6 Box 24, Wellsboro 16901 (H) ••• Timothy & Janet NORMILE (Beth/71, Maggi/75) RD #5 Box 646, Caraopolis 15108 ••• Scot PATERSON & Jill BUCHANAN (Jeremiah/80, Shona/82, Willa/85) SR Box 14, Woodward 16882 (H) ••• Jo PENDER & Marty NABHOLZ (James/79, Chris/80, April/84, Joe/86) RD 3 Box 860, Felton 17322 (H) ••• Bill & Loretta PIETRANGELO (Lora/79, William/82) 56 Paul Circle, Glen Mills 19342 ••• John & Laura POLO (Fabrizio/81, Angelo/83, Flavia/85) PO Box 300, Edinboro 16412 ••• Susan & Howard RICHMAN (Jesse/77, Jacob/80, Molly/83, Hannah/87) PENNSYLVANIA HOMESCHOOLERS, RD 2 Box 117, Kittanning 16201 ••• William ROGERS & Ellen STAATS (Nightflower/74, Christine/78, Justin/81) 1625 Jug Rd, Dover 17315 ••• Carl & LuAnn RUMBALSKI (Carl/78, Kalina/80, Yuri/82) Box 18, Mackeyville 17750 (H) ••• Michael & Lora SAIBER (Brel/85, Lea/89) PO Box 515, Saxonburg 16056 (H) ••• Cindy & Steve SAMPLES (Neal/85, Ben/87, Jacob/88) 91 Laughlin St, Ambridge 15003 ••• Patti SCHAEDER & Rick BARKER (Daniel/85, Molly/87, Cailin/91) 920 Lewis Ln, Rosemont 19010-1208 (H) ••• Deborah & Tim SCHOON (Adam/83, Eric/85, Carl/91) 86 Spencer Av, Lancaster 17603 (H) ••• Debra SHUMAN (Dawn/77, Miles/78, Zachary/82) 6445 Greene St, Philadelphia 19119 ••• Tom & Patti STARNER (Nina/90) 11 Appletree Ct, Philadelphia 19106 ••• Lance & Eileen STEIN (Jeremy/84, Joshua/86, Amy/90) Circle of Children Alt. Learning Co-op, 3 Keesey Ct, Stewartstown 17363 (H) ••• Paul & Sibyl THOMAS (David/87, Liam/91) 130 Jones St, Bala Cynwyd 19004-1821 ••• Deborah & Merrill UMBREIT (Anna/80, Gwen/83) 331 Briar Ln, Chambersburg 17201 ••• Fred & Yelena VAN DOREN (Yulia/82, Sophia/87, Natalia/89, Daniel/91, Sarah/93, Leah/94) 365 W North St, Carlisle 17013 (H) ••• Nancy WALLACE (Ishmael/71, Vita/75) 2424 Panama St, Philadelphia 19103 ••• Mark & Josette WARFEL (Jacob/78, Laura/83) RD 1 Box 395, Henryville 18332 ••• Michael & Tory WEIDLE (Jenny/79) RD 1 Box 56A, Bainbridge 17502 ••• Susan & David WEIDNER-NOVAK (Dana/87) 1427 Juniper St, Norristown 19401 ••• Kim WILSON & Dave FRY (Rosalie/90, Jaimie/93) 4840 Beck Rd, Emmaus 18049 (H) ••• Clifford WRIGHT-SUNFLOWER & Lois BIAMON-SUNFLOWER (Beorn/78, Phoebe/79, Borleigh/81, Noah/84) 2371 W Best Rd, Bath 18014 (H) ••• Norma & Loren YOUNG (Jacky/85) 1755 Fels Rd, Pennsburg 18073

RI — Geraldine & Jack BARRY (Jack/80, James/82, Mike/85, Brendan/87) 41 Cedar Cir, Kingston 02881 ••• Litsong LU & U-Ser JENG (Wen/93) 1050 Broad Rock Rd, Wakefield 02879 (H) ••• Gioia McDERMOTT & David FRANK (Daniel/82, Sam/86) 331 Elmgrove Av, Providence 02906 ••• Paul & Laura MORSE (Jennifer/86, Bethany/88, Melissa/90, Benjamin/91) Oikos Learning Ctr PO Box 545, N Scituate 02857 ••• Mary PIERCE & Bob PERSSON (Jordan/89) 3683 Tower Hill Rd, Wakefield 02879 ••• Beth & Mac RICHARDSON (Zachary/89, Andre/91) 500 Carolina Back Rd, Charlestown 02813 ••• Jeffrey & Evelyn WELLER (Krista/74, Scott/77, Amber/81) 135 Ten Rod Rd, Exeter 02822

SC — Dianna & Robert BROUGHTON (Bobby/87) 2420 Golf Course Rd, Lancaster 29720 ••• Lewis & Karen DOSHER (Sarah/87, Andrew/91, Rebekah/94) 1122 Hwy 8E, Pelzer 29669 ••• Carol & Bill FLETCHER (Ashley/84, Amy/86, Sean/89) 1125 Frances St, N Augusta 29841 (H) ••• Lynn & Bob GRIESEMER (Robby/88, Melanie/90, Hilary/92) 1697 Dotterer's Run, Charleston 29414 (H) ••• Robert & Lynn GRIESEMER (Robby/88, Melanie/90, Hilary/92, Christina/93) Home Organization of Parent Educators, 1697 Dotterer's Run, Charleston 29414 ••• Kim & Kathryn HAUER (Christine/87, Patrick/91) 312 Northwood Dr, Aiken 29803 ••• Carolyn & Cam HENDERSON (Wendy/79, Nancy/84) 107 Eckert St, Walterboro 29488 (H) ••• Wayne & Becky HENRITZE (Rachel/85) 168 Harmony Hills Ct, Georgetown 29440 (H) ••• Merike TAMM & Jack SEITZ (Leksi/79, Abigail/83) 777 Hillview St, Spartanburg 29302 (H) ••• Lua & Scott WELLS (Madeleine/85, Patrick/88) 9 Live Oak Dr, Isle of Palms 29451

SD — Jay SCHLAGEL (Jacob/86, John/90) 316 S Arch St, Aberdeen 57401 (H) ••• David & Adrienne WHITEHEAD (Kristal/79, Patrick/81, Daniel/86) c/o Morse, 316 Center St, Vermilion 57069

TN — Bob & Trish ADKINSON (Elissa/88, Brennan/91) 6634 Lanier Rd, Maryville 37801 ••• Robert & Janet BELSER (Tori/87) 4711 Richmar Ct, Nashville 37211 ••• Matthew & Susan CAVITCH (Peter/81, Jenny/83, Adam/84, Mary/86) 11150 Glen Birnham Rd, Eads 38028 ••• Susan & Matthew CAVITCH (Peter/81, Jenny/83, Adam/84, Mary/86) 11150 Glen Birnham Rd, Eads 38028 ••• Raymond & Pamila DANIEL (Zachary/83, Gabriel/85, Damian/88) 2914 Carters Creek Station Rd, Columbia 38401 ••• Todd & Lynn EASTIN (Hanna/78, Maren/79) Rt 1 Box 76, Johnson Hollow Ln, Shady Valley 37688 (H) ••• Anne FATHERA (John/83, Nicki/86, Nathan/89) 3214 Harris St, Murfreesboro 37130 ••• Henry & Patti GERSON (Nita/86, Robin/89) PO Box 1369, Gatlinburg 37738 ••• Judy HARDIN-BATTS (Kimrey/83) Rt 11 Box 92, Greeneville 37743 ••• Frank & Carolyn HATCHER (Chris/77, Kimberly/80) 1048 Oak Pinnacle Rd, Joelton 37080 ••• Lorie & Paul HOFFMAN (Lucas/81, Kaitlyn/84, Maxx/90) 1855 Coon Hunt Rd, Baxter 38544 ••• Gustavo & Michelle HUERTA (Monica/85, Cecilia/87, Gustavo/89, Teddy/93) 111 Tanglewood Dr, Dickson 37055 ••• Betty & Greg KRAMER (Graham/86, Charlotte/90) PO Box 7095, Kingsport 37664 ••• Joel & Margie LESCH (Aaron/79, Seth/82, Caleb/85) 888 Shadden Rd, Gray 37615 ••• Mary & Richard MACHANOFF (Katie/79, Zachary/82, Emily/84) 408 Valley Dr, Oliver Springs 37840 ••• Margaret & Thomas MEYER (Laura/87, Andrew/92) 8668 Wine Leaf Cv, Germantown 38139 (H) ••• Debbie & Mike NELSON (Kayleigh/88, Nicholas/90) 2665 Hickory Valley Rd, Maynardville 37807 ••• David OLIVE & Jacki WILLARD (James/84) 3135 Lakeland Dr, Nashville 37214-3312 (H) ••• Kim & Vance PAGE (Kindel/85, Kori/88) 10215 Arnold Ln, Mascot 37806 ••• Margie PICKENS, 1312 Farrington Dr, Knoxville 37923 ••• Richard & Spain SECRIST (Gar/87, Keane/91) 5507 Crestwood Rd NE, Knoxville 37918 ••• Sara & Curtis SHARPE (Trenna/89, Jacob/92) 304 Laurel Av, S Pittsburg 37380 ••• Karen SMITH (Alissa/79, Rhianna/83, Dierdre/87) 4020 Prescott Dr, Johnson City 37601 ••• Christina SPENCE (Micah/82, Carilee/86) PO Box 1054, Millington 38083-1054 ••• James & Margaret STEPHENS (Marshall/86, Tommy/89) PO Box 838, Sewanee 37375 ••• Bill & Linda VANCE (Jesse/85) 3419 Given Av, Memphis 38122 ••• Dennis & Anne WAHLERT (Rachel/86, Blake/91) 4317 McCloud Rd, Knoxville 37938 ••• Bob WALLACE & Lin KEMPER-WALLACE (Jeremy/80) 214 Park Ln, Oliver Springs 37840 (H) ••• Donald & Julianne WILEY (Benjamin/89) 509 E Unaka Av, Johnson City 37601 (H) ••• Jane & Tom WILSON (Ethan/77, Hannah/80) 1648 Joe Hinton Rd, Knoxville 37931 ••• Marcia WINTERS & David WASSERMAN (Laurel/79) 1704 E 5th Av, Knoxville 37917

TX — Thomas & Lisa ARLEDGE (Will/78, Lori/86) 13603 Greenway Dr, Sugar Land 77478 ••• Robert & Holli CORTELYOU (Alexander/88, Eric/91) 2403 Lexford Ln, Houston 77080 ••• Bill & Sharon CRANE (Elise/83, Sierra/89) 1455 Lakeside Est. Dr #1001, Houston 77042 ••• Bill & Kay CROWLEY (Kristen/86, Kelly/89) Houston Alternative Education Alliance, 12811 Ivy Forest Dr, Cypress 77429 ••• Mary & Don DAVIDSON (Brockett/79, Graham/82, Angele/90) 512-453-0105 (Austin) ••• Don & Becky DAVIS (Tony/84, Erica/85, Teddy/90, Timothy/95) 1005 Delta Dr, Corpus Christi 78412 (H) ••• John & Tammy DOUGHERTY (Chelsea/82, Addison/85, Caroline/92) 1503 N Regina Ct, Irving 75062 ••• Dan & Linda FLAKE (Shelly/84) 2405 Fieldstone Dr, Killeen 76542 ••• Bob & Kate FULLILOVE (Gabe/80, Jesse/83, Gracelyn/87, Sam/90) 1610 Wilshire Blvd, Austin 78722 ••• Tracy & Candy GIES (Tony/88, Anneliese/91) 304 Lackell Apt S, San Antonio 78226 ••• Tim & Jenny GRIFFIN (Lindsey/86) Rt 3 Box 425-B2, Quinlan 75474 ••• Rose Ann & Jose GUTIERREZ (Richard/79, David/82, Mark/85) 7658 Barton, El Paso 79915 (H) 87 Randy & Cathy HAEDGE (Kylin/82, Miranda/84, Christina/85) 822 Arrowhead Dr, Garland 75043 ••• Randy & Wendy HARATYK (Josh/78) 6011 Sierra Arbor Ct, Austin 78759 (H) ••• Danny & Brenda HARDESTY (Doug/85) 7805 Doncaster, Austin 78745 ••• Karen & David HENDLEY (Hans/81, Lenora/84) Rt 4 Box 131, Rusk 75785 (H) ••• Pamela HENSLEY (Ross/81, Katie/83) 8306 Terrace Wind Ln, Houston 77040 ••• Sue & Ken HJELM (Tom/80, Kevin/85) 4705 Weyhill Dr, Arlington 76013 ••• Bettie HOUSE (James/74, Sally/78) 513 W Celeste, Garland 75041 ••• Russell & Judy JENNINGS (Michael/83, Sarah/84) 8811 Ridge Mountain, San Antonio 78250-4110 ••• Patti & David KRUSE (Joey/85, Jessie/88) 11635 Temptation St, San Antonio 78216 (H) ••• Jeanne & Marty LOMAN (Emmaline/89, Sarah Pearl/92) 1110 Indian Autumn Trace, Houston 77062 (H) ••• Bill & Jana MARONEY (Lynniee/89, Matthew/93) 324 Nocona Dr, Nocona 76255 ••• Diane & Jim McKINNIS (Dylan/81) 1011 Naked Indian Trail, Canyon Lake 78132 ••• Susan McKNIGHT (Treva/77, Shauna/81) PO Box 232, Iredell 76649 ••• Stacey MERKT & John BLATZ (Daniel/87, Toby/90) 1002 Schley #1, San Antonio 78210 (H) ••• Mike & Lisa METCALF (Judith/78, Jessica/80) 3205 Landershire Ln, Plano 75025 ••• Maggie MEYER (Eric/76, Anna/81, Serena/85) 4415 Congress Av, Austin 78745-1903 ••• Chad & Marty MOGNETT (Simone/82, Dominique/85, Marielle/88, Javan/89) Rt 2 Box 145, Hockley 77447 ••• Sharon & Martin NELSON (Sarah/78, Virginia/80) 4159 Wedgmont Cir S, Ft Worth 76133 ••• Therese PALMER & John DUCA (Evan/90) 1616 N Hills Dr, Rockwall 75087 (H) ••• LaVonne & Jeff PARKER (Kate/92, Sara/93) 9505 Royal Ln #1111, Dallas 75243 (H) ••• Richard & Shanna PETER (Kassandra/86, Nicolas/87) 1616 Egan, Denton 76201 (H) ••• Regina & Jim PONGRASS (Miles/78, Quentin/79) 21131 Park Tree Ln, Katy 77450 (H) ••• Jean & Ed RODRIGUEZ (Timothy/78, Benjamin/81, Lydia/85) 3003 Tanglewood Dr, Commerce 75428 (H) ••• Steve & Beverly RUSSO (Gunnar/77, Paxton/81, Brody/85, Gripped/89, Chandler/92) Rt 4 Box 212, Forreston 76041 ••• David SCHWENDNER & Brook RANDAL (Alex/86) 510 Park Blvd, Austin 78751 ••• Barbara SCOTT (Cana/82, Sarah/84) 325 Overland Dr, McKinney 75069 ••• Jack & Mary SEAGROVE (Joe/73, Amy/75, Michelle/78, Jeffrey/82, Allison/85, Tommy/89) 2024 Pier Ln, El Paso 79936 ••• Korby & Wendy SEARS (Kelton/90) 9605 Walnut St #12205, Dallas 75243 ••• Valerie & Steve SIMS (Rachel/85, Greer/87) 5903 Mid Pines Dr, Houston 77069 ••• Carol & Doug STEWART (Emily/79, Rita/82) Rt 3 Box 931, Wimberley 78676 (H) ••• Ross STIRLING & Patricia KELLY (Benjamin/86) PO Box 1108, Crystal Beach 77650 (H) ••• George & Kate SUNDAY (Michael/81) 24019 Griffin House Ln, Katy 77493 ••• Gayle & Mark TANENBAUM (Yonit/86, Metav/90, Natania & Sigalia/93) 7843 Candle Ln, Houston 77071-2113 ••• Lee &

BEST COPY AVAILABLE

Linda VALIQUETTE (Stephen/79) 2017 Ring Teal Ln, Flower Mound 75028 ••• Tam VOYNICK & Paul SALETAN (Emma/84, Ben/87) 6502 Bradley Dr, Austin 78723 ••• Wulf ZENDIK (Fawn/76, Ra/80, Colt/82, Teca/83) ZENDIK FARM SCHOOL, Star Rt 16C-3, Bastrop 78602

UT — Steve & Linda BUTLER (Jessica/81, Rachel/83, Matthew/87, Irena/89, Elissa/91) 1035 East 550 South, Pleasant Grove 84062 ••• Janeen DIMICK (Janae/76) 2740 S 1450 W, Monroe 84754 ••• Stephen & Holly GODARD (Andrea/84, Robert/87) 9075 Peach Blossom Dr, Sandy 84094 (H) ••• Fred & Connie HADDEN (Sarah/84, Clifford/86) 985 SW Hoytsville Rd, Coalville 84017 ••• Kathy & Don HARLAND (Kari/77, Cade/79, Brooke/80, Dan/83) Rt 1 Box 1374, Roosevelt 84066 ••• Mary Ann & Jim HUBBELL (Gordon/74, Katie & Spencer/76, Erik/79) 3136 South 2000 West, Logan 84321 ••• Bill & Brenda JONES (David/77, Ben/79, Joseph/80, Daniel/82, Elizabeth/84, Rebekah/86, Samuel/87, Rachel/89, Michael & Matthew/91, Sarah/93) 3946 Rosemary St, W Valley City 84120 ••• Jane & Bill MOORE (Abby/80, John/82) 3490 W Wrangler Way, Park City 84060 ••• Karl & Betty PEARSON (Lisa/78, Erik/80, Andrea/82, Glenn/84, Daniel/86, Michael/90, Joshua/93) 380 S 300 E, Payson 84651-2516 ••• Dan & Lynn RIDER (Lena/83, Andy/85, Ruth/88, Adam/90) 1635 W 200 S, Kamas 84036 (H) ••• Tricia & George SAGEN (Amberley/89, Alexis/91, George/93, Holton/95) 1002 E Grove Dr, Pleasant Grove 84062 ••• Steve & Penny THOMAS (Julie/71, Tammy/73, Ann/74, Sarah/76, Carmen/77, Shonna/79, Cole/83, Brynne/85) 634 W 80 N, Orem 84057 ••• Ken WRIGHT & Lynne MYHRE (Rachel/90) 4086 S 300 East #F, Salt Lake City 84107

VT — Chuck & June ALECK (Lisa/81, Michelle/85) RR 1 Box 846, Putney 05346 (H) ••• Terry & Will BARRY (Meagan/85) RFD 1 Box 81, Brookfield 05036 (H) ••• Dale & Anne BINGHAM (Andrew/85, Linley/88, Krista/90, Caitlin/92) RR 1 Box 1635, Franklin 05457 ••• Donna & Steve BROOKS (Leif/90) RR 3 Box 302, Putney 05346 (H) ••• Terri & Kevin CAMPBELL (Adam/82, Kara/83, Scott & Brendan/86, Ryan/88) RR 1 Box 3141, Bennington 05201 (H) ••• Janice & Mark ELLIOTT (Leigh/87, Samantha/89) HCR 61 Box 38, Wardsboro 05355 ••• Bob & Kathleen ENGSTROM (Leif/84, Per/91) RD #3 Box 13 Lake Rd, St Albans 05478 ••• Deborah FRANKS & David LEIN (Gabriel/84, Amelia/94) PO Box 390, Hartland 05048 ••• Elizabeth & Lenny GIBSON (Nathaniel/84, Thaddeus/89) RD Box 2556B, Pawlet 05761 (H) ••• Joanna GORMAN (Rowen/84, Asa/87) RR1 Box 1147, Ludlow 05149 ••• Kimberly HACKETT (Jackson/86, Phineas/89, Keenan/91, baby/94) RR 1 Box 212E, Chelsea 05038 ••• Stephen & Roberta HISLOP (Timothy/79) PO Box 308, Randolph 05060 ••• Cynthia HUARD & Larry HAMBERLIN (David/88, Sarabeth/91) PO Box 68 Rt 100, Rochester 05767 (H) ••• Wally & Chris JENKINS (Peter/86) PO Box 3, 70 East St, Huntington 05462 (H) ••• Tom KAVET & Emily GOULD (Alexa/86) RR 1 Box 162 K, Granitteville 05654-9607 (H) ••• Kelly & Barry KING (Elizabeth/88, Sarah/90, Benjamin/93) RR 3 Box 431, Jericho 05465 (H) ••• Debbie & Randy KNIFFIN (Serena/76, Emily/80, Richie/83, Michelle/88) VT Homeschoolers Assoc, 179 Spruce Knob, Middletown Springs 05757 (H) ••• Bethany KNOWLES Danny MARAVELL (Raymond/80, Wrenruth/82, Bethany/87, Tessera/90) RFD 3 Box 988, Putney 05346 ••• Rosemary & Dick LEWANDO-STRUTHERS (Bridget/87, Reilly/90) RR 4 Box 1400, Putney 05346 (H) ••• Wendy MARTIN & Peter MORSE (Heather/83) PO Box 69, Calais 05648 (H) ••• Mary METCALF (Oliver/87, Electra/90) RD 3 Box 3843, Lake Rd, Vergennes 05491 (H) ••• Joseph & Marylou MILLER (Chelsea/83, Julianne/85, Gavin/90) RR 1, West Danville 05873 (H) ••• Rebecca MOREAN & Carl PLUMER (Hannah/88, Davis/91) RR 1 Box 512, Putney 05346 ••• Don & Jean MURRAY (Tegan/72, Tara & Jannah/74) RR 1 Box 11A, Rochester 05767 (H) ••• Erik & Barbara NIELSEN (Cora/79, Christina/84, Ingrid/87) PO Box 265, E Randolph 05041 (H) ••• Kenneth & Barbara NYE (Jeremy/75, Cameran/78) RFD 4 Box 1810, Enosburg Falls 05450 (H) ••• Russell & Mary PERSONS (Daniel/81, Aaron/83, Samuel/86) RD #3 Box 4370 Ctr Rd, Middlesex 05602 (H) ••• Diane & Irwin POST (Nathan/82, Brian/84) Rt 2 Box 447A, Bethel 05032 (H) ••• Matt & Scout PROFT (Silas/86, Uriell/88, Eben/88) RR 1 Box 707, E Dorset 05253 (H) ••• Robert & Louise SANDBERG (William/81) , Corinth 05039 (H) ••• Cheryl & Scott SAUTER (Kyle/85, Tyler/87, Kiera/90) RR 1 Box 101-B, West Danville 05873 (H) ••• Barbara SEMPF & Thomas PATRY (Nelya/77, WillyJane/78, Ivan/80, Jacob/89, Abraham/91) RD 1 Box 2340, Fairfax 05454 ••• Edward & Sylvia SMITH (Lindsey/84, Nathaniel/86) RFD #1 Box 1033, Marshfield 05658 ••• Deb & Fred STIEGLITZ-SHELL (Mae/77, Sara/79, Emily/82, Eva/84) RR 2 Box 289-C, Polly Hubbard Rd, St Albans 05478 (H) ••• Julie TAMLER & Jonathan SCHOTTLAND (Taj/89, Jess/91) RR 2 Box 1332, Putney 05346 ••• Cindy & Todd TASKA (Hannah/87, Benjamin/89) 103A Valley Rd, RD 1, Lowell 05847 ••• Zelia VAN DEN BERG & Gary RODES (Dorianne/80, Alexander/84) PO Box 42, Craftsbury Common 05827 ••• Cindy WADE & Todd PYKOSZ (Annaquista/86, Zebhdiyah/91) PO Box 127, N Clarendon 05759 (H) ••• Candelin WAHL & George THABAULT (Drew/86, Jamie/89) 36 Baird St, Burlington 05401 ••• Dawn & Bill WANCURA (Billy/83, Jennifer/84, Melissa/87, Timmy/89) PO Box 804, Wilder 05088

VA — Corey AVELLAR & Virginia NATHAN (Ian/89, Izabelle/90, Eleanor/91, Laurel/92) Rt 3 Box 119 F, Floyd 24091 ••• Guy & Susan BABINEAU (Lauren/90, Matthew/93) 1142 Mill Park Dr Extd, Charlottesville 22901 ••• Collette & Michael BARRY-REC (Willie/83, Crystal/86) PO Box 1224, Lexington 24450 ••• Louis BECKER & Jennie WEST (Jacob/82, Aaron/88) 112 Owens Dr, Ferrum 24088 ••• Lia & Lorenzo BELLO (Kyce/81, Forest/91) 20212 Broad Run Dr, Sterling 20165 ••• David & Sherry BOYD (Carrie/80) Greenfield Mtn Farm, Rt 2 Box 262, Afton 22920 (H) ••• Heidi & John BRENNAN (Charles/84, Marianne/86, Cara/89) 3604 N Upland St, Arlington 22207 ••• Paul & Debra CARUSO (Thomas/80, Daniel/81, Brian/83, Nicholas/87) Rt 1 Box 202, Keysville 23947 ••• Scott & Sharon CASTONGUAY (Amalia/87, Shaina/91) 2257 Arlington Terr, Alexandria 22303-1505 ••• Joan & Tom CICHON (Kali/85, Maya/87) Blue Ridge Area Network for Congenial Homeschoolers, Rt 3 Box 602, Afton 22920 ••• Nick & Kathy CRETTIER (Erin/85, Alex/87) Rt 3 Box 419, Front Royal 22630 (H) ••• Kevin CROWE & Linda GETTY (Kai/83, Bram/86) Rt 3 Box 324, Amherst 24521 ••• Dennis & Retha DANVERS (Katia/81, Marina/85) Richmond Ed'l Alternatives for Children at Home, 3403 Hawthorne Av, Richmond 23222 ••• Ron & Terry DELONEY (John/80, Jason/83) 353 Quarters, Quantico 22134 ••• George & Linda DOBY (Allyson/82, Elizabeth/85, Mark/89, George/91) Rt 1 Box 56, Spout Spring 24593 (H) ••• Albert & Kerry FARAONE (Charlie/79, Cody/83, Kaitee/86, Jesse/89) RR 2 Box 68, Purcellville 22132 ••• Amy GERHARDT & Chris HOWLETT (Gilca/86, Walker/90, Noah/93, Evan/94) Rt 1 Box 17, Lovettsville 22080 (H) ••• Dan & Theo GIESY (Danile/65, Darrin/67, Susan/69, Anita/72, Ellen/88) 4411 Colonial Ave, Norfolk 23508 (H) ••• Joyce HARTLEY & Paul GUIDER (Phoebe/88, Max/90) 3019 Putney Rd, Richmond 23228 (H) ••• Elizabeth & John HOLLIS (Caroline/82, Lydia/84, John/89) 333 Burns Ln, Williamsburg 23185 ••• James JONES & Karen NUZZO (Goss/83, Garret/87) Rt 5 Box 256, Bedford 24523 (H) ••• Jorge & Debra KEZMAN (Sarah/82, Alexandra/92) 13930 Big Yankee Ln, Centreville 22020 ••• Marta & Tim KRAUSE (Maura/88, Avril/91) LEARN, 2520 Rocky Branch Rd, Vienna 22181 ••• Monica & Steve KRAUSE (Julian/87, Natasha/89) 16995 Rocky Glen Rd, Perris 92570 ••• Don & Mary LAVOIE (John/86, Mark/88) 12260 Exbury St, Herndon 22070 ••• David & Virginia LOCKETT (Samantha/82) The Lockett Farm, Rt 5 Box 136, Staunton 24401 ••• Kelly MACKLIN & John del RE (Leyland/85, John Daniel/88) RR 1 Box 35, Boyce 22620 ••• Mark & Tammy MALTBY (Joey/83, Julian/85, Joshua/90) 827 W Beverley St, Staunton 24401 ••• Robin MARILL-MORGAN & David MORGAN (Kole/89, Sean/91, Connor/93) 3437 Charleson St, Annandale 22003-1609 (H) ••• Greg McGARY & Wendy LOWE (Jordan/92) PO Box 508, Nellysford 22958 (H) ••• John & Suzanne MEHFOUD (Georganna/82, Patrick/85, Collins/89) 565 Hanover Rd, Sandston 23150 (H) ••• Annette MILLS & David ECKERT (Marta/82) 109 W Westmoreland Rd, Falls Church 22046 (H) ••• Kit MINDEN & Parker AUBURN (Taylor/89) 923 Marye St, Fredericksburg 22401-5628 ••• Donna NIMEY & Wade CORNELIUS (Greg/89, Katherine/90, Severin/94) 5803 Mt Vernon Dr, Alexandria 22303 ••• Lynne & Bruce NOEL (Douglas/78, Dana/82, Marc/86) Rt 2 Box 429, Staunton 24401 ••• Willie & Leslee Padin (Haley/90, Danika/94) 22 Wilson Av NW, Leesburg 22075 ••• Laura PALOSKI (Aaron/87) 1113 Welch Rd SW, Roanoke 24015 ••• Joy & Bill PAYNE (Nick/81, Luke/86, Daniel/88) 1402 Bellevue Av, Richmond 23227 ••• Ellen PEARCE (Miles/78, James/84) PO Box 147, Nellys Ford 22958 ••• Elaine & Eric PETERSEN (Chris/87, Lucen/93) 6106 Bachlick Rd, Springfield 22150 (H) ••• Adrienne & Scott QUIGLEY (Jonathon/84, Eric/86, Logan/88) 418 Cottonwood Dr, Newport News 23602 (H) ••• Barbara & Howard ROBINSON (Alan/79) Rt 1 Box 696, Floyd 24091 ••• Jeanne & Dave ROSS (Becca/80, Sara/84) 11723 North Shore Dr, Reston 22090 ••• Beverly SENG & John WHEELER (John Michael/89) 505 8th St NE, Charlottesville 22902 (H) ••• Judith SHAPIRO & Moulton AVERY (Julia/88, Jerzy/91) 4307 S 35 St, Arlington 22206 ••• Kyle SHUMATE (Ryan/76, Ashleigh/80, Kelsey/83) 11896 County Line Rd NE, Copper Hill 24079 (H) ••• Jon & Brenda THOMPSON (Brian/85, Jesse/88) PO Box 1223, Gloucester 23061 (H) ••• Robert & Peggy Sue TRUETT (Joshua/81, Isaac/83, Hannah/86, Peter/89) 3718 Burke Rd, Richmond 23223 (H) ••• Bob & Karen WARREN (Nathan/81, Katelyn/86, Emily/89) Rt 1 Box 1830, Reedville 22539 ••• Mary & Jack WILSON (Emily/86, Luke/88, Daniel/89) 317 Monte Vista Av, Charlottesville 22903 (H)

WA — Naomi & Harvey ALDORT (Yonatan/86, Lennon/90, Oliver/93) HC 1 Box 277, Eastsound 98245 (H) ••• Cath AUVIL (Ty/80, Jahmai/85) PO Box 1847, Deer Park 99006 ••• Patti BLYSTONE (Seth/80, Sean/83, Dylan/87) PO Box 484, Ridgefield 98642 ••• Mike & Chris CONROY (Justin/84, Gabriel/88, Nicholas/92) 260 N Dubois Rd, Ariel 98603 (H) ••• Shileah & Michael COREY (Nicholas/84, Caleb/87, Gabriel/90, Isaiah/93) 4302 224th Pl SW, Mountlake Terrace 98043 ••• Paula & Randy COUNTRYMAN (Max/88) S 2323 Lincoln, Spokane 99203 (H) ••• Gil & Cathay CROSBY (Parson/88, Willow/91) 714 N 18th Pl, Mt Vernon 98273 (H) ••• David & Nancy DEAVER (Diana/82, James/85, John/88, Asher/90, Liam/95) 518 Erving Jacobs Rd, Port Angeles 98362 (H) ••• Sara DENMAN & Darrel NASH (Bryan/77, Marie Elise/82) 2306 Summitview Av, Yakima 98902 ••• Greg & Nancy DUKE (Jack/80, Sara/81, Beth/87) 2247 Old Day Creek Rd, Sedro Woolley 98284 ••• David & Leigh FEISTHAMMEL (Matthew/85, Jordan/86) 1260 LaForest Dr SE, North Bend 98045 ••• Rosemary FIRSTENBERG (Juli/69, Noelle/71, Chad/72, Kyle/73, Cherise/75, Skyla & Tony/76, Starr/78, Katie/82, Jordan/84, Matthew/86, Sarah & Sheena/87, Michael/88) PO Box 25266, Seattle 98125 ••• Marty & Rebecca FLORES (Leah/88, Carlie/91) 8601 NE 59th Cir, Vancouver 98662 ••• Emilie FOGLE & Don OVERMILLER (Isaac/88, Carter/93) 1413 Easthills Terr, E Wenatchee 98802 (H) ••• Diane & George GEANULEAS (Jenny/81, Mark/83) 438 W Shore Rd, Guemes Is 98221 ••• Bev GEARY & Mark MUMMY (David/83, Linda/87) 655 Jasmine Pl NW, Issaquah 98027 ••• Peter & Irene GLICK (Jared/87, Roxanne/90) 1221 NW Norcross Way, Seattle 98177 (H) ••• Gene & Sandi HALL (Kyle/81, Cassie/82) 19227 244th Av SE, Maple Valley 98038 ••• Alison HEDLUND & Douglas WARREN (Colin/87, Benjamin/89, Toby/92) 625 55th St, Port Townsend 98368 (H) ••• Mark & Helen HEGENER (John/74, Jim/76, Jody/80, Christopher/81, Michael/85) HOME EDUCATION PRESS, PO Box 1083, Tonasket 98855 (H) ••• Ann & Tadd HESS (Jacob/91, Maya/93) 1730 N Zylstra Rd, Oak Harbor 98227 ••• Lisa & Ted HILE (Danica/86, Marty/88) 8216 271st Av E, Buckley 98321 ••• John & Pat HOLMES (Chris/83, Steve/83, Nathan/86, Emily/87) 1719 School St, Walla Walla 99362 (H) ••• Mary HOLSCHER & Paul FINLEY (Sonia/87) 7711 19th Av NE, Seattle 98115 (H) ••• Eric & Toni JOHNSON (Tanya/83, Melanie/86) Rt 1 Box 355, Valley 99181 (H) ••• Christopher & Lydia KINATA (Jonah/84, Cedar/89) RAINBOW WAY PLAYGROUP, 5004 20th Av NW Seattle 98107 ••• Randy & Lynne KNOWLES (Anthony/77, Jenny/79, Jorma/84, Arly/86, Elspeth/88, Galen/90, Conor/93, Brennan/95) Pend Oreille Unschoolers, 2322 McCloud Creek Rd, Newport 99156 (H) ••• John Oren & Joyce LACKEY (Jason/82, June/79, Orion/90) 121 Alder Dr, Sedro Woolley 98284 ••• Colleen LAWSON & Steve MITCHELL (Ben/87, Sam/92) 5436 49th Av SW, Seattle 98136 ••• Lori & Jack LORANGER (Amber/84, BreAna/88) MPO 17-R Krogstad Rd, Washougal 98671-9623 ••• Julie & David LOYD (Charlie/84, Peter/86) General Delivery, Waldron Island 98297 (H) ••• Rick & Rose MARSCHALL (Paul/78, Jon/81,

Barry & Claire/84) 72 W Quail Ln, Sequim 98382 ••• Susan McMINN-SEEFELDT & Steve SEEFELDT (Robin/85, Holly/87, Heather/89) SE 405 Hill, Pullman 99163 ••• Einer & Natalie MORTENSEN (Ariel/75, Kellen/87, Tristan/90) 560 E Houston Rd, Coupeville 98239 ••• Sheila NAST, ISSAQUAH LEARNING CTR, 25123 SE 146 St, Issaquah 98027 ••• Peter & Megan NORDLUND (Philo/77, Theresa/86, Danielle/89) 916 Blue Heron Rd, Bow 98232 ••• Joy & Martin OVERSTREET (Wylie/83) 15518 NW 23 Ct, Vancouver 98685 (H) ••• Laura PRITCHARD (Daniel/77) 25607 98 Pl SE, apt K102, Kent 98031 (H) ••• John & Pamela RANDALL (Sara/81, Rachel/83, Ian/87) 30 Eiler Ln, Zillah 98953 (H) ••• Marcy & Mark RAY (Alex/82, Colin/83, Thomas/88) 7037 22nd Ave NW, Seattle 98117 (H) ••• Kath & Dan RAYMOND (Seth/75, Vallie/79, Lydia/86) 811 U St, Fort Townsend 98368 ••• Susan RESSLER (Stephanie/88, Hope/89) 13 C St, Hopkinton 01748 ••• Ronald RICHARDSON, 4003 50th Av SW, Seattle 98116 ••• Mark & Tamy ROLOFF (Melissa/81, Josiah/83, Caleb/85, Lydia/86) HC 10 Box 337, Ritzville 99169 ••• Paula RUSSELL & John DICK (Joshua/88, Leah/91) 25010 SE 31st Pl, Issaquah 98027 ••• Jay & Bedelia SAMSON (Damas/85, Lillian/88) 2600 Central Rd, Everson 98247 ••• Julie & Keith SCANDORA (Rhiannon/82, Rikki/84, Ty/87) 819 NE 84, Seattle 98115 ••• Anne & Jerry SEALS (Brian/86) 5514 187 Av Ct E, Sumner 98390 (H) ••• Bridget & Patrick THOMPSON (Thomas/82, Bryony/85, Guy/88, Morwenna/91) 12140 104th Av NE, Kirkland 98033 (H) ••• Jon & Wendy WARTES (Jeff/78, Julie/81, Mike/85) 16109 NE 169 Pl, Woodinville 98072 ••• Leslie & Dusty WILLIAMS (Jesse/80, Rachel/84) 1889 H St Rd, Blaine 98230 ••• Patti & Patrick WINTERS (Garrett/87) 3520 NW 166 St, Ridgefield 98642

WV — Libby & Chris BARKAN (Charlotte/86, Phoebe/90) Blue Ridge Acres Box 71, Harpers Ferry 25425 ••• Pete & Leenie HOBBIE (Eli/88, Dakota/92) 15 Grassy Lick Rd, Kirby 26729 (H) ••• William & Marianne HUGHES (Gregory/77, Clare/79) HCR 26161 Box 157, New Martinsville 26155 (H) ••• Nancy & David IMHOFF (Lisa/72, Angela/76) 5436 Lea Hill Dr, Huntington 25705 ••• Kim & Mike JACKS (Michael/83, Jonathan/86, Kevin/91) 655 North St, Morgantown 26505 ••• Bill & Diane LEED (Elam/78, Emma/80, Woody/81, Elijah/86) Box 114A, Friars Hill 24939 ••• John & Martha MISHOE (Christopher/70, Brian/73, Matthew/74, Jeannie/76, Benjamin/78, Nicholas/80, Tony/88) 29 Rosemont Ct, Huntington 25705 (H) ••• Barbara & John PLUNKET (Orion/76, Jack/78) Rt 3 Box 816, Harpers Ferry 25425 (H) ••• Lise SADE & Alan BIGGS (Benjamin/89, Skylar/93) PO Box 251, Shepherdstown 25443 ••• Mary Ellen SULLIVAN & Donald FISHEL (Jake/81, Doug/82, Max/85) Rt 2 Box 113, Mannington 26582 (H) ••• Barbara WALKER & Steven ROOF (Ben/84, Tegan/90, Jordan/94) Marion Cty Home Education Organization RR 6 Box 336, Fairmont 26554 (H) ••• Susan & Steve WELLONS (Matthew/79, Jonathan/82, Mark/85) 1702 Smith Rd, Charleston 25314

WI — Suzanne ASKEY & David FOSS (Ben/87) 544 Elmside Blvd, Madison 53704 ••• Marie BAKER & Dave JAMIESON (Sarah/79, Becky/84) RR 1 Box 65, Dodgeville 53533 (H) ••• Elizabeth BARR (Jordan/88) 309 S 11th Ave, Wausau 54401 (H) ••• Gordon & Marjorie BERG (Joel/80, Rachel/82) 511 E Cecil St, Neenah 54956-3818 ••• Janet & Ken BERGGREN (Charlie/87, Julia/90) RR 1 Box 118, Washington Island 54246 ••• Bryce BLACK & Kathleen PLUNKETT-BLACK (Lorin/79, Christopher/82, Geoffrey/87) Rt 2 Box 205, Arkansaw 54721 (H) ••• Mary & Marv BLOEDOW (Jason/84) N2723 Cty Hwy W, Weyerhauser 54895 (H) ••• Karl & Melanie BURGI (Kyler/85, Ciara/87) E12678A Man Mound Rd, Baraboo 53913 (H) ••• Peggy & John BURNS (Johnny/80, Meggy/82, Patrick/86, Mary/90) ••• E White Oak Way, Mequon 53092 ••• Jill & Merritt BUSSIERE (Elena/83, Abram/85, Lilah/88) N5942 Meadow Rd, Kewaunee 54216 (H) ••• Bruce CASNER & C. Lee DUCKERT (Dan/85, Ben/88) 229 Berkeley St, Neenah 54956 (H) ••• Nick & Nancy CISAR (Katjusa/81) 1936 Commonwealth, Madison 53705 (H) ••• Robert & Julie CREGO (Joanna/80) 5923 Century Av, Middleton 53562 ••• Sharon & Frank DeSTEFANO (Nicholas/84, Danielle/86) 1007 W 6th St, Marshfield 54449 (H) ••• Ken & Sharon DUNFORD (Ashley/87, Chris/89) 8312 252 Av, Salem 53168 (H) ••• Susan ELIAS & Tom McCONNELL (April/81, Mark/84) 3145 N 54 St, Milwaukee 53216 (H) ••• Rene & Steve EMONS (Juline/83, Clayton/85, Caelin/87) RR 1 Box 328-2, Wautoma 54982 (H) ••• Jim & Jan ERDMAN (Martin/76, Will/78, Ryland/81) 1317 Meadow Hill Dr, Menomonie 54751 (H) ••• Peter & Sarah GILBERT (Emily/85, Susannah/92) 1908 N Clark St, Appleton 54911 (H) ••• David & Rachel GRAPENTINE (Devin/82, Eric/84, Will/87, Jacob/91) Rt 1 Box 449A, Maple 54854 ••• Jeanne & Steven GRISETTI (Sarah/89) 2625 N 70th St, Wauwatosa 53213 ••• Phyllis HASBROUCK & David SIMMONS (Nicholas/86, Nathan/90) 3113 View Rd, Madison 53711 (H) ••• Ann & John HIPPENSTEEL (William/84, Margrethe/87, Isaak/90) 2499 Lakeshore Rd, Grafton 53024 (H) ••• Laura & David HONAN (Skye/83, Nicholas/86, Benjamin/88, Eliza/90) 312 S Cottage St, Whitewater 53190 ••• Larry & Susan KASEMAN (Beth/72, Peter/75, Megan/81, Gretchen/78) 2545 Koshkonong Rd, Stoughton 53589 (H) ••• Craig & Helen KITZMAN (Jacob/81, Eva/84, Hannah/88) 455 London Rd, Deerfield 53531 ••• Annie & Richard KRUPNOW (Isaac/83, Sasha/87, Raven/91) N363 4th Av, Coloma 54930 (H) ••• John & Susan LAMPI (Ruth/78) 304 Rounsville St Apt B, Waupun 53963 (H) ••• David & Ellen LIBERTO (Jonathan/84, Jesse/87, Anne/92) Rt 1 Box 194, Menomonie 54751 (H) ••• Camy MATTHAY & Paul HASTIL (Ben/87, Emma/91) 715 N Marion Av, Janesville 53545 (H) ••• Alison & David McKEE (Christian/78, Georgina/82) 5745 Bittersweet Pl, Madison 53705 (H) ••• Tiara MUHR (Crystal/83, Justin/88, Max/93) PO Box 994, Genoa City 53128 ••• Pam OLSON & Bob WALSH (Katie/85, Hannah/87) Rt 1 Box 83, Stockholm 54769 (H) ••• Richard & Nancy PEIDELSTEIN (Alice/82, April/87) 614 Ridge St, Baraboo 53913 (H) ••• Megan & Mark PERRINE (Mika/78, Teal/81, Curt/84, Nori/89) Rt 1 Box 73A, Mason 54856 (H) ••• Rebecca & Terry SCHMITZ (Michael/82, Christopher/86, Matthew/89) 1523 S Oakwood Rd, Oshkosh 54904 ••• Martha & Larry SHEA (Eleanor/88, Ruth/89, Caroline/92) 420 Augusta St, Janesville 53545 ••• Clark & Sarajane SNYDER (Elizabeth/83, Becky/85) 14711 Rangeline Rd, Nekoosa 54457 (H) ••• Paul & Lois SOUKUP (Paula/72, Marlene/73, Lad/75, Cory/76, Jana/78, Aden & Ely/79) N1810 Hwy HH, Lyndon Station 53944 ••• Tom & Gretchen SPICER (Jacob/70, Seth/73, Jessica/74, Isaac/78, Esau/81, Moriah/87) Rt 1 Box 15, Avoca 53506 (H) ••• Brian & Elizabeth SPIELMAN (Gabrielle/81, Ben/84, Zach/85) 1265 Lots Av, Brookfield 53045 ••• Carol & Martin STITT (Jason/85) 1768 Skyline Dr, Stoughton 53589 ••• Fran & Dick SWIFT (Henry/85) 3039 S 27 St, La Crosse 54601 ••• Roy & Shelly UNDERHILL (Elyse/86, Wyatt/91) 14535 Club Dr, Elm Grove 53122 ••• Patti & Kevin VAN BUSKIRK (79, 82, 85) RR 1 Box 127, Westby 54667 (H) ••• Daryl & Valerie VAN OORT (Jessica/76, Martin/79, Nicholas/85) W12691 Hwy AS, Brandon 53919 (H) ••• Gene & Betty WALTON (Nick/76, Kate/80) 812 W Cramer, Fort Atkinson 53538 ••• Jeanne WELSCH & Robert RAINEK (Tegan/89, Teah/84) 1920 S Springdale Rd, New Berlin 53146 (H) ••• Glenny WHITCOMB & Jerry FRANZEN (Julian/88, Miles/91) N4469 Hwy 55, Chilton 53014 (H) ••• Phil & Janice ZINDEL (Sarah/87) 7591 Gilmore Lake Rd, Lake Tomahawk 54539 (H)

WY — Chris & Richard ANDERSON-SPRECHER (Andrew/80, Peter/83) UNSCHOOLERS OF WYOMING, 429 Hwy 230 #20, Laramie 82070 (H) ••• Genie BOWERS & Paul STONE (Daniel/85, Susanna/89) PO Box 6072, Sheridan 82801 ••• Christine & Art DENTON (Skyler/87) PO Box 2420, Jackson Hole 83001 ••• Breece & Sherryl FERGUSON (Alan/84, Elizabeth/86, Kelley/88, Denise/91) 1507 So Flat Rd, Worland 82401 ••• Randy & Cindy HOWDYSHELL (Jory/83, Keiry/85, Bronwyn, 87, Moriah/89) 23 Dance Hall Rd, Lander 82520 (H) ••• Les & Mary PICKRELL (Andrea/80, Valerie/83, Michael/86, Christopher/89, Ashley/92) 28 Knode Rd, Sheridan 82801 (H)

Canada —

Alta — Dorothy & Geoffrey BISHOP (Orin/87) 111 32nd Ave NW, Calgary T2M 2P7 (H) ••• Sylvia & Otto BUTTNER-SCHNIRER (Moira/75, Patrick/79, Katya/83, Stephen/84, Tony/86) 47 Broad View Cres, St Albert T8N 0B1 (H) ••• Elizabeth & Ray CARLSON (Jennifer/82, Tommy/87) 545-7 St West, High River T1V 1B9 ••• Jaye HEARTHENWOOD (Logan/86, Caspian/91) Box 35, Barons T0L 0G0 (H) ••• Lynn JENSEN (Tammy-Lynn/75, Ross/76, Patti-Ann/78, Jakcie-Sue/80, Cathy-Lou/82, Remmington/84) 212 Deerview Ct SE, Calgary T2J 6J9 ••• Janet & Ray KEIP (Jaime/85) Box 5027, Peace River T8S 1R7 (H) ••• Sheila MacLEAN & Ken SMITH (Jenny & Dawn/82, Heather/86) Box 716, Smoky Lake T0A 3C0 (H) ••• Ken & Grace MARCINKOSKI (Gordon/81, Paige/83, Cathy/86) Box 1057, Camrose T4V 4E7 ••• Armand & Cherie PITRE (Amanda/87, Jade/91) Box 24051, Lethbridge T1H 6H1 (H) ••• Sylvie RAY & Robert WRIGHT (Gabriel/86, Orion/89) 606F Michener Park, Edmonton T6H 5A1 ••• Bob & Kathy ROLLHEISER (Kris/78, Lisa/80, Bret/84) 10111-105 Ave, Peace River T8S 1K8 ••• Kathy & Bob ROLLHEISER (Kris/78, Lisa/80, Bret/84) 10111 105 Av, Peace River T8S 1K8 ••• Robert & Evonne SMULDERS (Amy/81, Jessie/83) Generl Delivery, Black Diamond T0L 0H0 (H) ••• Calvin & Rita VISSER (Matthias/79, Hannah/80, Hilary/83, Reuben/85, Janelle/88, Micah-John/91, Benjamin/93) RR 4, Rimbey T0L 2J0

BC — Marnie ANDREWS & Mike BULLOCK (Martin/87, Max/89) Box 505, Queen Charlotte City V0T 7S0 (H) ••• Lauren & Elspeth BANERD (Mika/87, Walker/89) #812-1483 Lamey's Mill Rd, Vancouver V6H 3Y7 ••• Claudia BEAVEN & Philip TOLEIKIS (Lauren/84, Annise/88) Greater Vancouver Home Learners Network, Box 39009 Pt Grey RPO, Vancouver V6R 4P1 ••• Courtenay & Adrian CATO (Taja/89, Oceana/93) RR 7 Hillbank, Duncan V9L 4W4 ••• Myra CHURCHMAN & Thomas COLLIER (Kyla/77, Morgan/83, Alexander/85) 341 Hartley St, Quesnel V2J 1W5 ••• Jerry & Janet ETZKORN (Jake/82, Justine/84) c/o Carmanah Lightstation, 21 Huron St, Victoria V8V 4V9 (H) ••• Stephen & Carolyn FAWCETT (Maurice/83, Delrae/86) Box 1198, Kaslo V0G 1M0 (H) ••• Juanita & Alex HADDAD (Nicole/78, Tacy/80) RR 7, Duncan V9L 4W4 ••• Nicole HAMAN & Robin DASS (Sasha/81, Mischa/85) 19677 21st Av, Langley V3A 4P4 (H) ••• Jan HUNT (Jason/81) 132 Bullock Creek Rd, Salt Spring Island V8K 2L3 (H) ••• Stephanie JUDY & Jerry WALKER (Tessa/82) Box 40, Slocan Park V0G 2E0 ••• Sandy KEANE & Michael MISKIN (Neal/85, Nicholas/89) 1163 Wellington Dr, N Vancouver V7K 1L3 (H) ••• Barbara KENNELLY & Ray CAMPBELL (Sebastian/88, Alexander/91) 5949 Jupiter Pl, RR #6, Sooke V0S 1N0 (H) ••• Jan & Ron KIRKBY (Loren/80, Jesse/83, Brady/86, Melody/89) RR1, Pender Island V0N 2M0 ••• Bart & Aileen LaJEUNESSE (Zachary/83, Desiree/86) Site G C-35 RR 2, Nanaimo V9R 5K2 ••• Tia LESCHKE & Rod NYBERG (Lars/87) 2023 Maple Av RR 3, Sooke V0S 1N0 ••• Terry & Alice MALOFF (Andrew/81, Steven/83, Jon Tyler/85, Kevin/87) 3108 5th Av, Castlegar V1N 2T8 ••• Lynn & David MIDDLETON (Andrew/71, Jonathan/74, Benjamin/78, Katie/81) 2095 Flynn Pl, North Vancouver V7P 3H8 (H) ••• Joan MILLER & Carl WHITNEY (Max/85, Emma/88) 253 Boyne St, New Westminster V3M 5J8 ••• Sheila & Peter REDHEAD (Emily/87, Thomas/90) Cape Scott Lightstation, 21 Huron St., Victoria V8V 4V9 (H) ••• Mischa & Diana SANDBERG (Sonja/83, Sabrina/86) 240 N Howard Ave, Burnaby V5B 1J7 (H) ••• Sazjo STONE & John GILBERT (Saeward/81, Sascha/83, Oban/86, Thea/89) 159 Highwood Pl, Saltspring Island V8K 1R9 ••• Jack & Denise STURMWIND (Noam/82) 37 Beach Dr, Victoria V8S 2L3 ••• Lynne THUNDERSTORM (Leaf/71, Raven/80, Fox/87) Box 58, Telegraph Creek V0J 2W0 (H) ••• Alice WHITEHEAD (Lucie/82, Hazel/84) 202-930 Convent Pl, Victoria V8V 2Y8 ••• Lael WHITEHEAD & Richard IREDALE (Lauren/85, Marlise/88, Julia/91) 4453 W 6th, Vancouver V6R 1V2 (H) ••• John & Marie ZETTL (Charity/82, Brayden/85, Grady/87) 2883 Killarney Dr, Prince George V2K 3J5 (H)

Man — Kathi CALLEN & David DOERKSEN (Jedediah/84, Elijah Luke/87, Zephram/91) Box 825, Dauphin R7N 3J5 ••• Mary Beth & Gary DAUGHT (Nathaniel/84, Micah/87, Anna/90, Devorah/95) 83-1545 26 St, Brandon R7B 2C8 ••• Brenda & Donald DUNN (Leanne/85, Kayla/87) Box 1022, Russell R0J 1W0 (H) ••• Gary & Sandy HOLT (Joshua/80, Tasha/81, Benjamin/83, Sunshine/86) 709-15 Carlton St, Winnipeg R3C 1N8 ••• Ron & Lillian MEISTERS (Tristan/81, Persis/85) Box 4346, The Pas R9A 1R2

NB — Margaret McLEOD (Melanie/82) 151 Ryan Ct, Fredericton E3A 2Y9

BEST COPY AVAILABLE

NS — Bob & Abbie HALPERN (Michael/74, Angela/77, Palha/79, Ben/88, James/90) 1548 Vernon, Halifax B3H 3M7 ••• Mary MacEACHERN & Ted DAWSON (Moses/88, Benjamin/90, Anna/92) RR 2, Scotsburn B0K 1R0 **(H)** ••• Sian & Hugh McLEAN (Willow/84, Rowan/87) Black Avon, RR#2, Heatherton B0H 1R0 **(H)** ••• Gail REBBECK & Brock ELLIOTT (Cassin/79, Barrie & Rory/83, Leigh/87) PO Box 1138, Antigonish B2G 2L6 **(H)**

Ont — Deb BAKER (Jamie/83, Taylor/88) RR 1, 23 Dairy Ln, Huntsville P0A 1K0 ••• Andrew BLAKE, 17 Mohawk Av, Port Credit L5G 3R5 ••• Doreen D'EATH (Joel/78, Rowan/81) 274 Arlington Av, Toronto M6C 2Z7 **(H)** ••• Peter & Joanne FARIS (Paul/78, Jacqueline/81, Stephen/83, Angela/86, Victoria/88, David/90, John/94) RR 5, St Thomas N5P 3S9 ••• Lynn & Ron GALLOWAY (Laura/90, Kathryn/92, baby/95) 349 Peter St North, Orilla L3V 5A5 ••• Barbara GAUTHIER (Brett/71, Simon/79, Lewis/81) Box 627, Van Kleek Hill K0B 1R0 ••• Cam GRAY & Olga ZUYDERHOFF (Orion/83, Flinder/85, Marlen/89) RR #4 Brooke Valley Rd, Perth K7H 3C6 ••• Kelly GREEN & Bruce WRIGLEY (Brian/88, John/90) 37 Keeble Cr, Ajax L1T 3R7 **(H)** ••• Tim HARRIS (Zane/83, Zachary/84) RR 1, Bruce Mines P0R 1C0 **(H)** ••• Jane HOLMES & Lawrence MULLER (Sarah/75, Sophia/78) 35 Brittany Cres, Unionville L3R 0R2 ••• Jasper & Jane HOOGENDAM (Philip/78, Hannah & Jordan/81, Solita/89) RR #6, Cobourg K9A 4J9 **(H)** ••• Aleta KARSTAD & Federick SCHUELER (Jennie/86) Bishops Mills, RR 2 Oxford Station, K0G 1T0 **(H)** ••• Paul & Cindy KERKHOF (Brandy/80, Tara/84, am/87, Nichole/89) 2135 River Rd, London N6A 4C3 ••• Robin & Debby MOORE (Ryan/81, Emily/83, Danny/86, Orrie/89) RR 3 Harley, Ontario N0E 1E0 **(H)** ••• Karen & Glenn MORRISON (Rory/75, Jenna/79, Joey/83) 48 Bethune Ct, Kanata K2K 1B9 **(H)** ••• Melanie NOVISS & Mike McCAFFREY (Aidan/93, Willa/95) 193 Rossmore Blvd, Burlington L7N 1P9 ••• Jacqueline PEETERS (Yann/87, Luc/89, Sean/91) 66 Sellers Av, Toronto M6E 3T6 ••• Kathryn PRIMROSE (Andrew/87, Darren/89, Nicole/83) 37 Howarth Av, Scarborough ••• Marie PRINS & Edward HAGEDORN (Jesse/81, Arden/86) RR #2, 45 Parliament St, Colborne K0K 1S0 **(H)** ••• Anne QUICK & Jim ROSS (Polly/81, Jenny/83, Christy/86) RR 3, Maberly K0H 2B0 **(H)** ••• Robert & Monica REID (Elizabeth/82, Patrick/84, Ian/87) Villa Villekula Homeschool Resource Grp, 1250 Gladstone Av, Windsor N8X 3H3 ••• Paul & Riada ROCH (Colin/77, Nicholas/79, Christopher/82) 22 Meadowbank Dr, Nepean K2G 0N9 **(H)** ••• MaryLynn & Phil SAUNDERS (Joey/80, Angela/83, Brian/85, Timmy/88, Jeremy/91) RR 2, Otterville N0J 1R0 **(H)** ••• Charles & Lily SMALL (Jeffy/81, Benjy/83, Shawna/86) 79 Jerome Park Dr, Dundas L9H 6R8 **(H)** ••• Joyce & Jerry SOLOMON (girl/83, boy/87, girl/90) 194 Charles St, Thornhill L4J 3C7 ••• John & Michelle TIDBALL (Andrew/85) Box 264, Mt Albert L0G 1M0 ••• Joan WARREN & Les CARLSON (Ned/88) 15 Troy St, Kitchener N2H 1L7 ••• Lisa WEINTRAUB (Yonah/86, Lev/91) 25 Magill St, Hamilton L8R 2Y4

PEI — Pam & Reji MARTIN (Seamus/75, Sage/78, Micah/80) Box 242, Cornwall C0A 1H0 **(H)**

Que — Susanna ROSENBAUM & Ron DEWAR (Daniel/86, Zachary/87, Noah/89, Sym/92) 5578 Waverly St, Montreal H2T 2Y1 **(H)** ••• Leslie TITCOMBE & Bill PRATT (Adrienne/83, Jesse/86, Brennan/89) 6328 rue de la Riviere, Val Morin J0T 2R0 **(H)** ••• Ben & Helene WALKER (Jean-Luc/89, Marie-Helene/92) PO Box 1018, Mistassini G0W 2C0 **(H)**

Sask — Bob & Marion BRYCE (Rob/76, Jon/80, April/85, Daniel/86, Amy & Kristen/87) 130 Priel Cres, Saskatoon S7M 4K7 ••• Randa & Dave BURDENIUK (Trelle/90) 301 Oakview Dr, Regina S4R 7B7 ••• David & Mavis COBB (Philip/79, Faron/81, Regan/83, Jesse/86, Emily/91, Dickon/94) Box 144, W Roxton S0A 4S0 **(H)** ••• Brian & Lynn PETERS, 1631 Vickies Av, Saskatoon S7N 2P2 ••• Otto SCHNIRER & Sylvia BUTTNER-SCHNIRER (Maire/75, Patrick/79, Stephen/84, Katya/83, Antonio/86) 47 Broadview Crescent, St Albert T8N 0B1

Yukon — Jann & Tim BAIN (Kyrstin/89, Kerynne/93) PO Box 91, Old Crow, Yukon Y0B 1N0 ••• Leslie KNIGHT & Afan JONES (Bryn/89, Rhiannon/91) 28 Harbottle Rd, Whitehorse, Yukon Y1A 5T2 **(H)**

Other Locations —

Australia — Jim & Anna ADAMS (Toby/77, Danny/80, Jessica/84) 31 Baird St, Ryde 2112 ••• Ann AUSPIN (Paul/80, David/81) 2 Bullam Av, Mitcham, Victoria 3132 **(H)** ••• Janine BANKS & Richard WATSON (Alexander/84, Nicholas/85, Josephine/86, Maximilian/87) Dharmananda, Ross Rd, The Channon, 2480 New South Wales **(H)** ••• Greg & Jo-Anne BEIRNE (Gregory/80, Rebecca/82, Stephen/84, Mary-Beth/89) PO Box 420, Kellyville 2153, NSW **(H)** ••• Param BERG (Arvind/79) 57 Kingsley St, Byron Bay, NSW 2481 **(H)** ••• Kathy & Graeme BOLES (Steven/85, Jessica/87, David/92) Druces Rd, MS 142, Yeppoon 4703, Queensland **(H)** •••Joanne & Jaap BRUGMANS (Kylie/83, Stephen/86, Nicole/89) Sphinx Rock, Kyogle Rd, Via Uki, NSW 2484 **(H)** ••• Mark & Peri COLEMAN (Bevan/80, Faith/81) 28 Charnock St, Largs North, SA 5016 **(H)** ••• Chris COLES, 26 Croomalibee St, Benalla, Victoria ••• Cheryl COOPER, 36 Ulverstone St, Lyons, ACT 2606 ••• Drew & Vanessa CORRIGAN (Amy/89) Canberra Home Education Network 23 Bardolph St, Bonython, ACT 2905 ••• Sue & David DOWEY (Robert/82) Denwood Pk, Kennedy Grove, Appin 2560 ••• Angela & Tony EDWARD (Jade/84, Jenna/86, Jessica & Anthony/90) 2 Havilah Av, Wahroonga, NSW 2076 ••• Jennifer KIRVAN (Kira/84) 30 Green St, California Gully, Bendigo 3556 Victoria **(H)** ••• Ralph LATTIMORE & Alison LATTIMORE-HORRIDGE (Finnian/85, Tor/87) 10 Schomburgk St, Yarralumla, Canberra, ACT 2600 **(H)** ••• Eve & John LUICK (Jack/84) 40 Lett St, Katoomba, NSW 2780 ••• John MacKAY & Teana CLARK (Rachel/84, Eleanore/86) 25 Kariwara St, Dundas, NSW 2117 **(H)** ••• Ralph & Janet MACKEY (Amy/84, Emily/86) 5 Glossop St, New Lambton, NSW 2305 ••• Barry & Dawn NEWELL (Ben/77, Tim/80) Mt Stromlo Observatory, PB Weston Creek PO ACT 2611 ••• Robert OSMAK, BRISBANE HOMESCHOOLING GROUP, Lot 2, Caboolture River Rd, Upper Caboolture 4510 ••• Margaret & Mark PURCELL (Leah/81, Lucy/84, Maddy/87, Jonathan/89) SUNSHINE COAST HOMESCHOOLING GRP, #40 Browns Rd, Belli Park via Edmundi 4562 Queensland **(H)** ••• Denise TRAYNOR, 20 Alston St, Chisholm 2905 ••• Steve & Robyn WIGMORE (Katherine/87, Zachary/89) 12 Loxton Pl, Forestville, NSW 2087

England — Leslie BARSON (Louis/83, Lily/89) 1 Croxley Rd, London W9 3HH **(H)** ••• John & Jane DE LA HAYE (Samuel/86) 8 Allandale Av, Rue du Craslin, St Peter, Jersey, JE3 7BW Channel Islands, GB ••• Tricia & David FEWER/SIMS (Madeleine/86, Gabriel/89) Westwood Flat, Fonthill Rd, Bath, Avon BA1 5RQ ••• Robert & Jill GILLINGS (Jon/79, Liam/83, Zoe/85) Ballaglonney, Ronagwe, Arbory, Isle of Man, British Isles ••• Uri & Sophie HENIG (Otniel/92) Wolfson College, Oxford OX2 6UD ••• Taggart & Lorraine KING (Rhianna/90, Megan/93) 7 Stour Ct, Braintree, Essex, CM7 6XG ••• David & Helen MICHAEL (Hannah/86, Sarah/87) 147 Constantine Rd, Hampstead, London NW3 2LR **(H)** ••• David & Anna SHERMAN (Kate/86, Molly/90, Peter/95) 46 Lawrence Grove, Henleaze, Bristol BS9 4EJ **(H)** ••• Bob TAYLOR & Sarah LAWRENCE (Lulie/89, Liberty/91) Taking Children Seriously, 23 Whitley Rd, London N17 6RJ **(H)** ••• Rod & Kim WARK (Samuel/84, Matthew/87, Miriam/92) 48 Langford Ln, Burley in Wharfedale, LS29 7EJ **(H)**

France — Debbie & Francis DESMOULINE (Stephane/85, Alizee/88) 1 Allee Condorcet Apt 37, 77200 Torcy ••• Sophie & Huub HAESEN (Alexander/91, Esther/93, Friederike/94) 7, rue de la Montagne, F-68480 Vieux-Ferrette **(H)** •• Clare & Michel MANGION (Matthieu/86, Geoffrey/87, Clothilde/89) Allee de la Matre, 01 480 Villeneuve **(H)**

Germany — Rick & Sherri COOK (Nikki/86, Heather/88) HQ USEUCOM, Unit 30400, Box 1188, APO AE 09128 (Stuttgart) ••• Robert & Rebecca GRUNDBORG (Erik/81, Anna/83) USA EDE, CETAE-XA, Unit 25727, APO AE 09242 ••• Mary McMANUS-TOHAK (Niall/91, Oisin/92) Hallerweiher St 7, 90475 Nurnberg **(H)** ••• Valerie & Richard MOON (Brian/70, Andy & Cindy/80, Rosie/82) Det 4, Co A, 527th M.I. Bn, Unit 29058, APO AE 09081 **(H)** ••• Margy & Dietmar WALTER (Carrie/81, Ingo/84, Steven/86) Finkenweg 14, 7311 Hochdorf ••• Michael & Karen ZIMMERMAN (Katy/87, Darin/90) 66 MI BDE, CMR 456 Box 2213, APO AE 09157

Ireland — Kim CURRAN, (Majella/89) Flat 2, 38 Windsor Park., Belfast BT9 6FS **(H)** ••• Jane & Frank DONEGAN (Sean/80, Brendan/83, Conor/84, Aidan/89, Claire/94) Drung, Quigley's Pt, Co. Donegal **(H)** ••• John & Cindy DRING (Megan/76, Simon/79, Ethan/83, Gwen/85) The Farm, Moycullen, Co.Galway **(H)** ••• Roger & Marie MANKTELOW (Matthew/80, Ruari/83, Niall/87) 29 Moneywick Rd, Randalstown, Co. Antrim BT41 3HW **(H)** ••• Mary & John SHEEHAN (Patrick/89, Ciaran/94) 14 Glenard, Mona Valley, Tralee, Co Kerry

Japan — Heather & James HACKETT (Mani/84, Noa/91) Nakayagiri 308-1, Matsudo, Chiba 271 ••• Sandy MATTHEWS & Chris GILMAN (Caitlin/82, Corinne/83) 7-1-49 Midoritmachi #201, Kita ku, KOBE 651-12 ••• Timothy & Junko RUSSELL (Ryo/86, Shin/90) USA Meddac - Box 65, APO AP ••• Amy & Seiji UEHARA (Ryoma/90, Mina/93) 2-12-302 Yagi-cho, Hachioji-shi, Tokyo 96343 **(H)** ••• Michele & Yasuyuki YAMANO (Nicole/90, Kerry/92, Cody/93) Yashimanishi-machi 1380-9, Takamatsu-shi, Kagawa-ken 761-01

ENTRY FORM FOR DIRECTORY

Use this form to send us a new entry or a substantial address change to be run in the next available issue of GWS.

Adults (first *and* last names):

Organization (only if address is same as family):

Children (names/birthyears):

Full address (Street, City, State, Zip):

Are you willing to host traveling GWS readers who make advance arrangements in writing? Yes ___ No ___

Are you in the 1996 Directory (in this issue)? Yes ___ No ___

BEST COPY AVAILABLE

The Netherlands — Hayat de STURLER (Aaron/90, Naomi/95) Hugo Verriesthos 21 II, 1064 Amsterdam **(H)** ••• Sabina & Eduard deSTURBER (Aaron/80) Hujo Verriesthof 21 II 1064 HW, Amsterdam ••• David GRANT & Barbara STUEHLING (Amara/85, Dana/89) Spoorstraat 57, 1815 BH Alkmaar **(H)** ••• Liz & Pieter GROENVELD (Lizzy/87) Netherlands Homeschoolers, Raadhuislaan 31, 2131 BG Hoofddorp **(H)** ••• Christopher MAHONEY & Carolyn COHEN (Bran/85, Tara(Penny)/87) USDA-APHIS-IS, American Embassy-Hague, PSC 71 Box 1000, APO AE 09715 ••• Donna RICHOUX & Frank ROSS (Norna/87) Boukelstrat 14, 2131 WT Hoofddorp

New Zealand — Camella ANSELMI & Christopher TURNER (Evan/89, Frano/92) Kaitaringa Rd, RD 1, Te Kuiti, North Island **(H)** ••• Debbie & Warwick BENNETT (Daniel/85, Tristam/87, Benjamin/94) 68 Brandon St, Featherston, Wairarapa 5952 ••• Jan BROWNLIE (Elizabeth/82, Russell/84, Gareth/86) 225 Killarney Rd, Hamilton **(H)** ••• Peter & Jill WHITMORE (Tom/75, Ben/77, Anna/88) 3 Thompson Rd, Panmure, Auckland 6 **(H)**

Elsewhere — Elisabeth ATMER, Karlavagen 111, S-115 26 Stockholm **Sweden** ••• Harold & Gemma BAER (Harold/90, Amfila/92) Bantauyan, Bantad, Boac, Marinduque **Philippines** 4900 **(H)** ••• Candace & Charles COE (Christopher/84, Amber/86) PO Box 789, Manila **Philippines** 1099 ••• Elese COIT & Gary SCHULLER (Magali/88) 30 Rue des Mimosas, 1030 Brussels **Belgium (H)** ••• Patrick & Johanna CURRAN (Emmet/78, Malachy/79, Michael/83) c/o Irish Aid, Box 7791, Kampala **Uganda (H)** ••• Perry & Gretchen DENNISTON (Laurel/76, Sky/80, Autumn/84) PSC 450 Box 628, APO AP 96206-0628 **(S. Korea)** ••• Thomas & Karen DROZD (Layla/86, Kaolyn/88, Sage & Auria/90) Drozd/Bdm Int'l, Unit 61323 Box R, APO AE 09803-1323 (Saudi Arabia) ••• Alice FIALOWSKI (Melinda/91) Villanyi UT 8, Budapest 1114 **Hungary (H)** ••• Elisabeth GIANSIRACUSA & John FORRESTER (Eve/91) Via Bondeno 42, 00127 Rome **Italy** 83101 ••• Vella & Dennis GREGOIRE (Simone/79, Camille/81) Via Sant'Anna, 45, 20020 Arese (Milan) **Italy** ••• Elsa HAAS, APRENDER SIN ESCUELA (Spanish GWS), Apartado 28198, Madrid 28080 **Spain** ••• David & Fiona HANCOCK (Laura/83, Graham/86) PO Box 366219, San Juan **Puerto Rico** 00936 ••• Marie & Michel HEITZMANN (Sasha/91, Ariane/93) Au Village #12, 1277 Borex **Switzerland (H)** ••• Candis LITSEY & Ted YOUNG (Evan/82, Sarah/85) 1171 Tower 12, Hong Kong Parkview, 88 Tattam Reservoir Rd **Hong Kong (H)** ••• Debbie & Sean MARQUEZ (Graeme/90, Zana/92, Rhiannon/94) Windy Ridge, York Rd, Navy Gdns, Ch. Ch., **Barbados** 8494 ••• Karen MAXWELL (Jason/82, Andy/86) 15 Chaussee de Louvain, 1030 Brussels **Belgium (H)** ••• Joaquim & Flory MONTEIRO (Myola/76, Myron/85) PO Box 7682, Dubai **United Arab Emirates (H)**••• Robin MOORE & Richard BRYANT (Alex/80, Tegan/88, Nicky/90, Galahad/92) CDR R.A. Bryant, SC, USN, PSC 1203 Box 1041, APO AE 09803-1041 **(Saudi Arabia)** ••• Elizabeth NOBLE & Leo SORGER (Carsten/88) PO Box 304681, St Thomas **Virgin Islands** 00803 **(H)** ••• Bippan NORBERG & Peter SZIL (Lomi/81, Tolmi/86) Apdo 45, 03580 L'Alfas Del Pi, Alicante **Spain (H)** ••• Lynda & Nigel NORTON (Isaiah/85, Ru'ya/88, Maryam/95) PO Box 607, Colonia, Yap, Federated States of **Micronesia**, WCI 96943 ••• Khalid & Terrie RASHEED (Abdullah/83) PO Box 25239, Riyadh, 11466 **(Saudi Arabia) (H)** ••• Aleta & Doug SHEPLER (Kirsten/77, Os/80, Halce/85) POBA Int'l #368-A, PO Box 02-5255, Miami FL 33102 **(Venezuela)** ••• Sally SHERMAN (Theo/84) PO Box 6 Retreat, St Mary, Jamaica, **W Indies (H)** ••• Reed & Chris SIMS (Emily/87, Paul/89) 23 Golden Shower Ln, Dededo **Guam** 96912 **(H)** ••• William & Marie STIGLIANI (Marisa/82, Claire/83, Emilie/85, Caterina/87, Anthony/90) Ottensteinstrasse 123, Sudstadt A2344 **Austria (H)** ••• Mario & Beaulah TAGUIWALO (Mark/74, Freddie/78, Mike/84) 21 Everlasting Rd, Pilar Village Las Pinas 1750 MM **Philippines** ••• Miranda Mady WELTER & Maurice TRAPP (Nikolas/83, Selina/87, Markandeya/91) House 5, L-8541, Kapweiler **Luxembourg (H)**

Directory of Organizations

Correspondence Schools or Curriculum Suppliers

A Beka Correspondence School/Home Video School/Book Pub's, Pensacola FL 32523-9160; 1-800-874-BEKA
Alpha Omega Publications, PO Box 3153, Tempe AZ 85281; 602-438-2717
Alta Vista College Press Home School Curric, PO Box 222, Medina WA 98039; 206-453-7848
American Home Academy Materials, 2770 S 1000 W, Perry UT 84302
American School, 850 E 58th, Chicago IL 60637 (high school)
Associated Christian Schools, PO Box 27115, Indianapolis IN 46227; 317-881-7132
Brigham Young U-Dept of Independent Study, 206 Harman Continuing Ed Bldg, Provo UT 84602
Calvert School, 105 Tuscany Rd, Baltimore MD 21210
Christian Liberty Academy, 502 W Euclid Ave, Arlington Hts IL 60004
Christian Light Publications, PO Box 1126, Harrisonburg VA 22801-1126; 703-434-0768
Classic Curriculum, Dept G, PO Box 656, Milford MI 48042; 313-481-7008 or 1-800-348-6688
Educators Publishing Service, 75 Moulton St, Cambridge MA 02238
Glenn Distributors, 7251 Bass Hwy, St Cloud MN 32769
Hewitt Research Foundation, PO Box 9, Washougal WA 98671; 206-835-8708
Home Study Alternative School, PO Box 10356, Newport Beach CA 92658
Home Study Directory, Nat'l Home Study Council, 1601 18th St NW, Wash DC 20009.
Home Study Institute, 6940 Carroll Ave, Takoma Park MD 20912; 202-723-0800
International Institute, PO Box 99, Park Ridge IL 60068
Kolbe Academy, 1600 F St, Napa CA 94559
Laguna Beach Ed'l Books, 245 Grandview, Laguna Beach CA 92651; 714-494-4225
Laurel Spring School, PO Box 1440, Ojai 93024
The Learning Experience Company, PO Box 1457, Bryson City NC 28713; 1-800-367-8532
Living Heritage Academy, PO Box 1438, Lewisville TX 75067
McGuffey Academy, 2213 Spur Trail, Grapevine TX 76051; 817-481-7008
The Moore Foundation, Box 1, Camas WA 98607
National Book Co, 333 SW Park Ave, Portland OR 97205-3784; 503-228-6345
Oak Meadow School, PO Box 712, Blacksburg VA 24063; 703-552-3263
Our Lady of Victory School, 4436 E Alpine Dr, Post Falls ID 83854; 208-773-7265
Phoenix Special Programs, 3132 W Clarendon, Phoenix AZ 85017 (high school)
Rod & Staff Publishers, Crockett KY 41413; 606-522-4348
Seton School Home Study, One Kidd Ln, Front Royal VA 22630-3332; 703-636-9990
SMM Educational Services, Box 1079, Sunland CA 91040 818-352-2310
Textbooks for Parents, Box 209, Kendrick ID 83537; 208-276-4721
U of Nebraska Independent Study High School, Continuing Ed Ctr Rm 269, Lincoln NE 68583
Weaver Curriculum, 2752 Scarborough, Riverside CA 92503 (Pre K-6th, 7-12th supplements)
For high school, college and grad courses, see PETERSON'S INDEPENDENT STUDY CATALOG, available from Holt Associates, 2269 Massachusetts Ave, Cambridge MA 02140 for $16.95 + $4 postage.

Helpful Private Schools

Private schools enrolling or helping homeschoolers in various ways (curricula, legal help, support)
Abbott Loop Christian Ctr, 2626 Abbott Rd, Anchorage AK 99507
Abbington Academy, Box 3303, Gibbs Av, Wareham MA 02571; 508-291-1229 (Cape Cod only)
Alpha Christian School, Rt 1, Perry KS 66073; 913-597-5822
American Heritage Christian Academy, 9027 Calvine Rd, Sacramento CA 95829; 916-682-2382
Arivaca Community School, PO Box 24, Arivaca AZ 85601
Baldwin Park Christian School, 13940 E Merced, Baldwin Park CA 91706; 916-337-8828
Branford-Grove School, PO Box 341172, Arleta CA 91334; 818-890-0350
Bay Shore School, PO Box 13038, Long Beach CA 90803; 310-434-3940
Burlington College Ctr for Homeschooling, 95 North Av, Burlington VT 05478; 800-862-9616
Cair Paravel Satellite Schools, 913-232-9721 (KS)
Calumet School, RD 1 Box 95, Smyrna NY 13464
Cascade Canyon School, 459-3464 (San Anselmo, CA)
Christian Chapel Schools, 1920 S Brea Cyn Cut-off Rd, Walnut CA 91789; 714-598-9733
Christian Family Educational Services, PO Box 47159, Phoenix AZ 85068
Cionlara Home Based Education Program, 1289 Jewett St, Ann Arbor MI 48104; 313-769-4515
Cooperative Learning Ctr, 454 Papaya St, Vista CA 92083; 619-726-3020
Dayspring Christian Academy, PO Box 60956, Palo Alto CA 94306
Discovery Christian School, 5547 Alabama Dr, Concord CA 94521; 415-672-5670
G.A.T.E. School, 1725 N Date #43, Mesa AZ 85201; 969-4821
Grassroots Free School, 2458 Grassroots Way, Tallahassee FL 32301; 904-656-3629
Home-Centered Learning, PO Box 2920, Big Bear City CA 92314; 909-585-7188
Independence Private School, c/o Principal: M. Black, 45 Albert St North, Orilla, ONT L3V 5K3, Canada
The Learning Community, 9085 Flamepool Way, Columbia MD 21045; 410-730-0073
The Learning Community, Inc, PO Box 5177, Herndon VA 22070
Little Piney School, Rt 1 Box 20, Newburg MO 65550
Little Red Home School, 9669 E 123rd, Hastings MN 55033; 437-3049
Magic Meadow School, PO Box 29, N San Juan CA 95960
Meter Schools, PO Box 427, Rosharon TX 77583
Mount Vernon Academy, 184 Vine St, Murray UT 84107
Mt Carmel Academy, RD 1 Box 1737, Waterville VT 05492
Muncie Christian School, 230 S 65th, Kansas City MO 66111; 913-788-3018
Newbridge School, 3131 Olympic Blvd, Santa Monica CA 90404; 310-315-3056
North Long Beach Calvary Chapel, 132 E Artesia Blvd, Long Beach CA 90805; 213-428-5166
Pilgrim Christian School, 3759 E 57th St, Maywood CA 90270; 213-585-3167
Pilgrim School, 531 N Balna, Porterville CA 93257; 209-782-0402
Pinewood School, 112 Road D, Pine CO 80470; 303-838-4418
Pittsburgh Urban Christian Coal. School, 412-322-8324 (PA)
Puget Sound Community School, 1715 112 Av NE, Bellevue WA 98004; 206-455-7617
Rocky Mountain High Academy, PO Box 418, Flora Vista NM 87415

BEST COPY AVAILABLE

Santa Fe Community School, PO Box 2241, Santa Fe NM 87501; 505-471-6928
Seedling, c/o Reiter, 69 Sanderson Crescent, Richmond Hill, ON L4C 5L5, Canada
Sidney Ledson School, 33 Overland Dr, Don Mills, ON, Canada M3C 2C3; 416-447-5355
Snohomish County Christian School, 1215 Olympic Ave, Edmonds WA 98020; 206-771-1793
Stonemoor Hills School, 3 Stonemoor Dr, Pueblo CO 81005; 303-561-3510
Summit Christian Academy, 13789 Noel Rd, Suite 100, Dallas TX 75240
Sycamore Tree, 2179 Meyer Pl, Costa Mesa CA 92627; 714-650-4466
TEACH, 4350 Lakeland Ave, N Robbinsdale MN 55422
Upattinas School, 429 Greenridge Rd, Glenmoore PA 19343; 215-458-5138

Homeschooling Organizations

Some of these groups are statewide (look for the state name in the group's title as an indication) and are likely to have information about state laws or regulations, and may have conferences and packets of information for new homeschoolers. Other groups are local support groups that are likely to have meetings and activities. Both state and local groups may have newsletters. Try getting in touch with a state group even if it's far away from where you live; many state groups can refer you to families, or smaller support groups, in your immediate area.

State or Local Groups (alphabetically by state):

AL: Alabama Home Educators, PO Box 16091, Mobile 36116
Alabama Home Educators - Tuscaloosa Area, Rt 3 Box 633, Cottondale 35453
East Lake UMC Academy, 1603 Great Pine Rd, Birmingham 35235 (cover school)
Homeschool Advocates, 5962 Chalet Dr North, Mobile 36608; 205-344-3239
AK: Alaska Homeschoolers Assoc, PO Box 230973, Anchorage 99523-0973; 907-333-4840
Anchorage Home Spun Educators, 7421 Tangle CT, Anchorage 99504-3527
Sitka Home Education Assoc, PO Box 1826, Sitka 99835; 907-747-1483
AZ: Bethany Home Educators, 2720 S Flint Cir, Mesa 85202
East Valley Educators (Phoenix/Matro area) 602-983-5660
Home School Supplies, 1125 E Quick Draw Pl, Tucson 85749
Parents Assoc of Christian Home Schools, 6166 W Highland, Phoenix 85033
Phoenix Learning Alternatives Network, 8835 N 47th Pl, Phoenix 85028; 602 483-3381
SPICE, 10414 W Mulberry Dr, Avondale 85323; SusanT@AZTEC.asu.edu
AR: Arkansas Christian Home Ed. Assoc, PO Box 501, Little Rock 72203
CA: Bakersfield Open Support Grp, 805-836-3454
California Coalition - PALS, PO Box 92, Escondido 92025; 619-749-1522
California Homeschool Network, PO Box 2111, Morgan Hill 95037-2111
Center for Educ'l Guidance, PO Box 445, N San Juan 95960; 916-292-3623
Central Coast Homeschool Network, c/o Chris Whiting, 12 Marian Way, Pismo Beach 93449; 805-473-3212
Children and Community Network, c/o Lynne Knowles, 14556 Little Greenhorn Rd, Grass Valley 95945
Christian Family Schools, PO Box 23068, San Jose 95153-3068
Christian Home Educators of CA, PO Box 28644, Santa Ana 92799-8644; 714-537-5121
Community Education Gazette, PO Box 445, N San Juan 95960
Esparto Homeschoolers, PO Box 305, Esparto 95627; 916-787-3613
Home School Assoc of CA (formerly Northern CA Homeschool Assoc), PO Box 2442, Atascadero 93423-2442; 707-765-5375
Homeschooling Cooperative of Sacramento, PO box 217, Rio Linda 95673
Los Angeles Homeschoolers, 12810 Rubens Av, LA 90066; 310-821-9076
Mountain View Pk Homeschoolers, 6603 Mammoth Av, Van Nuys 91405-4813
North Santa Clara Valley Homeschoolers, 795 Sheraton Dr, Sunnyvale 94087
Peninsula Homeschoolers, 4795 Lage Dr, San Jose 95130; 408-379-6835
Riverside Area Home Learners, c/o Gibson, 13171 Spur Branch Cir, Corona 91719; 909-245-0902
San Diego Home Educators, JoAnn, 619-560-8866
School of Home Learning Support Group, 1904 Flora Vista St, Needles 92363; 619-326-2107
Sonoma County Homeschoolers, 8600 Templeman Rd, Forestville 95436
South Bay F.R.E.E. Scholars, 538 Coe Av, San Jose 95125; 408-294-0630
South St Centre, Box 261, Boulder Creek 95006 (resource ctr for families)
South Valley Homeschoolers Assn, Box 961, San Martin 95046
SPICE, c/o PO Box 282, Wilton 95693
Tri-City Homeschoolers, 39195 Levi St, Newark 94560
W. San Fernando Valley Playgrp, c/o Brecht, 20555 Dumont St, Woodland Hills 91364; 818-888-2480
Whittier Homeschoolers, c/o Susan Jordan, PO Box 4643, Whittier 90607
Wildflower Homeschoolers, 1557 Vancouver Way, Livermore 94550; 510-455-0465
Yosemite Area Homeschoolers, PO Box 74, Midpines 95345
CO: Boulder County Home Educators, 1150 Monroe Dr #D, Boulder 80303; 546-0278 or 581-9605
CO Home Schooling Network, 7490 W Apache, Sedalia 80135; 303-688-4136
CO Springs Homeschoolers, 2906 Marilyn Rd, CO Spgs 80909; 719-598-8444
Fall River Homeschool, PO Box 3322, Idaho Springs 80452
Home Educators for Excellence of Durango, c/o Gring, 315 Timberline Dr, Durango 81301
Independent Network of Creative Homeschoolers, c/o Woodhouse, 724 Victor St, Aurora 80011; 303-340-3185; 303-751-6421
Northern Colorado Home School Assoc, c/o Tremback, 2200 Vassar Av, Fort Collins 80525; 303-221-9749
Unschoolers Family Support Grp, 5315 Landgan St, Colorado Spgs 80919
CT: Connecticut Home Educators Assoc, PO Box 250, Cobalt 06414; 203-781-8569
Unschoolers' Support, 22 Wildrose Av, Guilford 06437 203-458-7402
DE: Tri State Homeschoolers Assoc, PO Box 7193, Newark 19714-7193
FL: Florida Assoc for Schools at Home, 1000 Devil's Dip, Tallahassee 32308; 904-878-2793
Florida Parent-Educators Assoc, 20051 Quesada Ave, Port Charlotte 33952
Homeschool Network, 548 N Lake Pleasant Rd, Apopka 32712-3904; 407-886-0333
Parkland Home Educators, 2111 Oakhurst Av, Winter Park 32792; 407-679-6890; 657-7560
Redlands Christian Home Educators, 9870 Martinique Dr, Cutler Ridge 33189 305-233-2021
Tallahassee Homeschool Grp, Kathy Tripp, 904-575-7091
GA: Atlanta Alternative Education Network, c/o Paymer, 1158 McConnell Dr, Decatur 30033
Cobb County Homeschoolers, 813 Wyntuck Dr, Kennesaw 30144
Free to Learn at Home, 4439 Lake Forest Dr, Oakwood 30566; 404-536-8077
Georgians for Freedom in Educ, 209 Cobb St, Palmetto 30268, 770-463-1563
North Side Atlanta Homeschoolers, c/o Jane Kelly, 4141 Wieuca, Atlanta 30342
REACH, c/o Vicki Scott, 617 Colony Ct, Woodstock 30188
HI: Christian Homeschoolers of HI, 910824 Oama St, Ewa Beach 96706; 689-6398
Friends Learning at Home, PO Box 3476, Mililani 96789
Hawaii Island Home Educators, 968-8076 or 965-9002
Hawaii Homeschool Assn, 66960 Kuewa Dr, Waialua 96791
Maui Home Educators, 777 Kolani St, Wailuku 96793; 808-242-8225
The Tropical Homeschooler (newsletter), c/o Pinsky, 220 Waipalani Rd, Haiku, Maui 96708; 808-572-9289
IA: IA Families for Christian Educ, RR 3 Box 143, Missouri Valley 51555
Iowa Home Educators Assoc, PO Box 213, Des Moines 50301
ID: Family Unschooling Network, 1809 N 7 St, Boise 83702; 208-345-2703
Home Educators of ID, 3618 Pine Hill Dr, Coeur d'Alene 83814; 208-667-2778
Idaho Home Educators, PO Box 4022, Boise 83711-4022; 208-482-7336
IL: Evanston Home Educators, Nancy Guenther, 708-675-3632
HOUSE, c/o Mary Friedl, 1331 Cleveland, Evanston 60202 (statewide)
Illinois Christian Home Educators, PO Box 281, Zion 60099
IN: Kentuckiana Home Educators (KY & IN area), see KY, below
LEARN, 7633 Shilo Rd, Unionville 47468 (Bloomington area)
Wabash Valley Homeschool Assoc, c/o Palmer, 2515 E Quinn Av, Terre Haute 47805; 812-466-9467
KS: Central KS Homeschoolers, c/o Susan Peach, Rt 1 Box 28A, Rush Center 67575
Christian Home Educators Confederation of KS, PO Box 3564, Shawnee Mission 66203
Hesston/Canton Home Educators Assoc, 316-367-8205
Lawrence Area Unaffiliated Grp of Homeschoolers, c/o Michener, RR 1 Box 496, Perry 66073
Manhattan Parent Educators, 913-539-3641
Teaching Parents Assoc, PO Box 3968, Wichita 67201 316-945-0810
KY: Kentuckiana Home Educators, 6906 Timber Ridge Ct, Prospect 40059; 502-228-6906 (KY & IN area)
KY Home Education Assoc, PO Box 81, Winchester 40392-0081
KY Indep. Learners Network, PO Box 275, Somerset 42502; 606-678-2527
Madison County Homeschool Assoc, 239 Reeves Rd, Richmond 40475
LA: Home Educators Network, 59126 Thompson Rd, Slidell 70460
LA Citizens for Home Education, 3404 Van Buren, Baker 70714; 504-775-5472
SW Acadiana Homeschoolers, 507 S. Arenas, Rayne 70578; 318-334-2812
Wild Azalea Unschoolers, 6055 General Meyer Av, New Orleans 70131; 504-392-5647
ME: Maine Homeschool Association, PO Box 9715-199, Portland 04104
Peninsula Area Homeschooling Assoc, PO Box 235, Deer Isle 04627
Sebago Lake Homeschoolers Support Grp, RR 2 Box 54, Sebago Lake 04075 207-642-4368
Southern ME Home Education Support Network, 76 Beech Ridge Rd, Scarborough 04074; 207-883-9621
MD: MD Home Education Assoc, 9085 Flamepool Way, Columbia 21045 410-730-0073
MD-Pennsylvania Home Educators, see under Pennsylvania
Montgomery Homeschool Resource Grp, 14220 Dennington Pl, Rockville 20853; 301-871-6431
North County Home Educators, 303 Royale Dr, Baltimore 21226
Parents for Home Education, 13020 Blairmore St, Beltsville 20705; 301-572-5827
MA: Apple Country Homeschooling Assoc, PO Box 246, Harvard 01451; 508-456-8515
Berkshire Homeschoolers Grp, 217 Old State Rd, Berkshire 01224; 413-443-1770
Cape Ann Homeschoolers, 6 Emily Ln, Magnolia 01930
Franklin Co Families for Home Ed, 413-625-6566
Greater Boston Home Educators, 617-246-2059 (Wakefield)
Homeschoolers of Mass. Education Club (Boston area), contact Phoebe Wells, 617-876-7273
Homeschooling Together (Arlington/Belmont area), Ann Lerman 617-489-3275
Lowell area Group, Debbie Finch, 508-458-3896
Mass. Home Learning Assoc, contact Maggie Cole, 508-376-1923

236 BEST COPY AVAILABLE

North Shore Support Grp, 508-468-4663 or 508-658-8970
Southeastern MA Homeschool Assoc, PO Box 4336, Fall River 02723-0403; 508-672-0248
Wakefield area Group, Lucia Jenkins 617-246-2059
MI: Bay City Homeschooling Support Grp, 517-684-6130
Benzie Home Educators, PO Box 208, Benzonia 49616
Heritage Home Educators, 2122 Houser Rd, Holly 48442
Info. Network for Christian Homes, 4150 Ambrose NE, Grand Rapids 49505
Learning Tree Resource Ctr, PO Box 69, Atlantic Mine 49905 906-482-6393
Sunnyridge Alternative Learning Ctr, HCO 1 Box 134, Pelkie 49958
MN: Families Nurturing Lifelong Learners, 2452 Southcrest Av, Maplewood 55119
Fargo-Moorehead Homeschool Assoc, 1909-8th St S, Moorehead 56560
Home-Based Educators Accrediting Assoc, Rt 1 Box 381, Cambridge 55008
MN Homeschool Alliance, PO Box 23072; Richfield 55423; 612-491-2828
MN Home School Network, 9669 E 123rd, Hastings 55033; 612-437-3049
S. Metro Families for Home Education, 17020 Hamilton Dr, Lakeville 55044
MS: Home Educators of Central Mississippi, c/o McDonald, 109 W Willow Ct, Ridgeland 39157; 601-366-9218
MO: Families for Home Education, 4400 Woods Rd, Sibley 64088
Kansas City Homeschoolers & Unschoolers, 4112 Genesee, Kansas City 64111 816-931-7089
Ozark LORE Society, c/o Eisenmann, HC 73 Box 160, Drury 65638; 417-679-3391 (Ozark area grp)
Springfield Area Homeschoolers, Rt 1 Box 193, Fair Grove 65648
St. Louis Homeschooling Network, c/o Steinbart, 2612 Towne Oak Dr, St Louis 63129
MT: The Grapevine (Montana Homeschool News), 1702 Hwy 83 North, Seeley Lake 59868; 406-754-2481
Homeschoolers of Montana, PO Box 654, Helena 59624-0654
Montana Homeschoolers Assoc, PO Box 95, UIM MT 59485-0095
NE: LEARN, 7741 E Avon Ln, Lincoln 68505; 402-488-7741
Nebraska Indep. Homeschoolers Network, 8010 Lillibridge St, Lincoln 68506
Omaha Project for Ed. and Nurturing, 7930 Raven Oaks Dr, Omaha 68152
Prairie Christian Home Schools, Rt 3 Box 73, Ord 68862
NV: Home Schools United/Vegas Valley, PO Box 26811, Las Vegas 89126; 702-870-9566
Parent Activists Committed to Education, PO Box 13587, Las Vegas 89112; 702-457-1509
NH: NH Alliance for Home Education, 16 Winter Circle, Manchester 03103
NH Home School Coalition, PO Box 2224, Concord 03302
NH Home Schools Newsletter, PO Box 97, Center Tuftonboro 03816
Orchard School Homeschooling Support Grp, Kathleen Burch, HC 63 Box 52, Alstead 03602; 603-835-6086
Support Alt. Family Education, PO Box 15, Plaistow 03865; 603-382-3839
NJ: Families Learning Together, 11 Bates Rd, Jackson 08527; 908-699-1546
Homeschoolers of South Jersey, Rt 2 Burnt House Rd, Vincentown 08088
Jersey Shore Christian Homeschoolers Assoc, 65 Middlesex Rd, Matawan 07747-3030
NJ Family Schools Assoc, RD 3 Box 208, Washington 07882
North Jersey Home Schoolers Assoc, 44 Oak St, Hillsdale 07642; 201-666-6025
Roots and Wings, RD 4 Box 126E, Boonton Twp 07005
Sussex County Home Education Organization, 875-6178
The Tutor, 1239 Whitaker Av, Millville 08332; 609-825-4770
Unschoolers Network, 2 Smith St, Farmingdale 07727; 908-938-2473 (statewide)
Unschooling Fams. Support Grp of Central NJ, RD 1 Box 713, Jobston 08041; 609-723-1524
NM: Glorieta Family Educators, Star Rt 1 Box 404, Glorieta 87535
Homeschooling PACT, c/o Senn, Box 961, Portales 88130
New Mexico Family Educators, PO Box 92276, Albuquerque 87199-2276
NM Christian Home Education, 7417 Santa Fe Trail NW, Albuquerque 87120
Santa Fe Learning Cooperative, 2463 Camino Capitan, Santa Fe, 87505
NY: Albany Area Homeschoolers, 46 Pershing Dr, Scotia 12302; 518-346-3413
Families for Home Education, 3219 Coulter Rd, Cazenovia 13035
Fingerlakes Unschoolers Network, 249 Coddington Rd, Ithaca 14850; 607-277-6300
Home Education Exchange of the Southern Tier, 13 Woodland Av, Binghamton 13903; 607-722-8269
Homeschoolers Network of the Mid-Hudson Valley, RD 2 Box 211P, Ski Run Rd, Bloomingburg NY 12721; 914-733-1002
Long Island Homeschoolers Assoc, 4 Seville Pl, Massapequa Park 11762; 516-795-5554
NY City Home Educators Alliance, c/o Theresa Morris, 341 E 5th St, New York 10003; 212-505-9884
NY State Home Education News, PO Box 59, E Chatham 12060; 518-392-6900 (legal news)
OASIS (Oneonta area Sharing in Schooling), PO Box 48, Gilbertsville 13776
Rochester Area Homeschoolers Assoc, 275 Yarmouth Rd, Rochester 14610; 716-271-0845
Tri-County Homeschoolers, 130 Blanchard Rd, Stoneypoint 10980; 914-429-5156
NC: Families Learning Together, Rt 1 Box 219, Chocowinity 27817 (also statewide)
Home Education Association, 300 Brown Cir, Rolesville 27571; 919-554-1563
North Carolinians for Home Education, 419 N Boylan Av, Raleigh 27603-1211; 919-834-NCHE
ND: ND Home School Assoc, PO Box 486, Mandan 58554; 701-223-4080
OH: Assoc of Ohio Homeschoolers, 748 Sheridan Av, Columbus 43209
Christian Home Educators of Ohio, PO Box 1224, Kent 44240
Christian Parents Assoc, 310 Bluebonnet Dr, Findlay 45840 (local only)
Growing Together, c/o Nancy McKibben 1676 Trendrtl Ct, Columbus 43229
Heights Homeschoolers, 2065 Halsey, S Euclid 44118
Home Educ. League of Parents, PO Box 98, Perrysburg 43551; 419-478-9729
Home School Network of Greater Cincinnati, 642 Romohr Acres, Cincinnati 45244; 732-6355
OH Home Educators Network, PO Box 23054, Chagrin Falls 44023-0054; 216-543-5644
Parents Enriching Alt. Childhood Educ., 9520 Co Rd 10-2, Delta 43515; 337-4810
OK: Cornerstone (Tulsa area), PO Box 459, Sperry 74073; 918-425-4162
OK Central Home Educators Consociation, PO Box 270601, OKC 73137
OK Christian Home Educators Assoc, PO Box 471032, Tulsa 74147-1032
OR: Avalon Learning Center, PO Box 70778, Eugene 97401
Douglas County Homeschoolers Connection, 4053 Hanna St, Roseburg 97470
Homeschoolers of Lane Cty, 38040 Pengra Rd, Fall Creek 97438; 503-937-2271
Homeschool Political Action Committee and **Homeschool Chautauqua**, 5360 SW 192 Av, Aloha 97007; 503-649-1110
The Learning Connection, PO Box 1091 #196, Grants Pass 97526; 503-476-5686
Mid-Valley Secular Homeschoolers (Salem area), 503-362-1203
OR Home Education Network, 4470 SW Hall Blvd #286, Beaverton 97005; 503-321-5166
Parents Education Assoc, PO Box 1482, Beaverton 97075; 503-645-3709
Portland Area Tri-County Homeschoolers, PO Box 82415, Portland 97282; 503-357-5306
Willamette Homeschoolers, 245 W 27th Av, Eugene 97405
PA: Chester County Homeschoolers, 226 Llandoverry, Exton 19341
Diversity - United in Homeschooling, 920 Wood St, Bristol 19007; 215-788-3837
Endless Mountains Homeschoolers (N Central PA), c/o Kellogg, RD 3 Box 80, Columbia Cross Rds 16914; 717-549-8179
Maryland-Pennsylvania Home Educators, PO Box 67, Shrewsbury 17361; 717-993-3603
Pennsylvania Home Education Network, 285 Allegheny St, Meadville 16335; 412-265-2734
Pennsylvania Homeschoolers, RD 2 Box 117, Kittanning 16201; 412-783-6512
People Always Learning Something (PALS), 4645 Cook Av, Pittsburgh 15236; 412-885-0132
RI: Parent Educators of RI, PO Box 782, Glendale 02826
RI Guild of Home Teachers (Home Spun News), Box 11, Hope 02831; 401-821-1546
Rhode Islanders for Constitutional Education, 1 Solar St, Providence 02903; 401-861-9685
SC: Carolina SuperSchoolers, 777 Hillview St, Spartanburg 29302
Home Organization of Parent Educators, c/o Griesemer, 1697 Dotterer's Run, Charleston 29414; 763-7833
Homeschool Assoc of SC, 1672 Memorial Park Rd Suite 179, Lancaster 29720
SC Association of Independent Home Schools, PO Box 2104, Irmo 29063
SC Home Educators Assoc, PO Box 612, Lexington 28071-0612; 803-951-8960
SD: South Dakota Home School Assoc, PO Box 882, Sioux Falls 57101
TN: Home Education Assoc of TN, 3677 Richbriar Ct, Nashville 37211
Homeschooling Families, 214 Park Ln, Oliver Springs 37840 (also statewide)
TX: Austin Area Homeschoolers, 510 Park Blvd, Austin 78751
Family Home Educators of Dallas, 214-840-8342
Home-Oriented Private Education for Texas, PO Box 43887, Austin 78745-0018; 512-280-4673
Houston Alternative Education Alliance, 12811 Ivy Forest Dr, Cypress 77429
Metroplex Middle of the Road (Home) Educators, 1702 S Hwy 121 Suite 607-110, Lewisville 75067; 214-724-1026
North Texas Self-Schoolers, c/o Jordan, 150 Forest Ln, Double Oak/Lewisville 75067; 817-430-4835
Texas Homeschool Coalition, 806-797-4927
UT: FCLA Utah Spice Group, 1510 W 500 N, Provo 84601; 801-377-4728
Salt Lake Home Educators, 801-269-1997
Utah Home Education Association, PO Box 50565, Provo 84605-0565; 801-535-1533 or 342-4027
VT: Christian Home Educators of VT, 802-476-9921
VT Homeschoolers Assoc, 179 Spruce Knob, Middletown Spgs 05757; 802-235-2457
Windham County Homeschoolers, RR 2 Box 1332, Putney 05346
VA: Blue Ridge Area Network for Congenial Homeschoolers, 3131 Hamm Rd, Barboursville 22923; 703-832-2018
Community of Independent Learners, PO Box 16029, Alexandria 22302; 703-998-9626
Home Educators Assoc of VA, PO Box 1810, Front Royal 22630-1810; 703-635-9322
Home Educators Network, 3320 Waverly Dr, Fredericksburg 22401
Home Instruction Support Group, 217 Willow Terr, Sterling 22170
Lifespan Educational & Resource Network (LEARN), 2520 Rocky Branch Rd, Vienna 22181; 703-281-9049
Richmond Educational Alternatives for Children at Home, 3019 Putney Rd, Richmond 23228
WA: Clark Co. Home Educators, 28823 NW Main St, Ridgefield 98642; 206-887-3042
Families Learning Together, Box 10 Tiger Star Rt, Colville 99114

BEST COPY AVAILABLE

Family Academy, 146 SW 153rd #290, Seattle 98166
Family Learning Org, PO Box 7247, Spokane 99207; 509-467-2552 (statewide)
Homeschoolers' Support Assoc, PO Box 413, Maple Valley 98038; 206-432-9805
Palouse Home Learning Alternatives, SE 405 Hill, Pullman 99163
Rainbow Way Playgroup, 5004 20th Av NW, Seattle 98107; 206-782-3071
Seattle Homeschool Grp, 11706 36th Av NE, Seattle 98125; 206-323-1422
Teaching Parents Assoc, 16427 28th Dr SE, Bothell 98012; 206-483-6642
WA Homeschool Org, 18130 Midvale Av N, Seattle 98133; 206-546-9483; 206-298-8942
Whatcom Homeschool Assoc, 595 Trout Lake Rd, Bellingham 98226

WV: **Christian Home Educators of WV**, PO Box 266, Glenville 26351; 304-462-8296
Marion Cty Home Education Organization, RR 6 Box 336, Fairmont 26554
WV Home Educators Assoc, PO Box 3707, Charleston 25337-3707; 304-733-4735

WI: **Families in Schools at Home**, 4639 Conestoga Tr, Cottage Grove 53527
HOME (Madison Chapter), 5745 Bittersweet Pl, Madison 53705; 608-238-3302
Unschooling Families, 1908 N. Clark St, Appleton 54911; 414-735-9832
Wisconsin Parents Assoc, PO Box 2502, Madison 53701

WY: **Unschoolers of Wyoming**, 429 Hwy 230, #20, Laramie 82070

National or General Homeschool Groups:

Christian Life Workshops, 180 SE Kane Ave, Gresham OR 97030
The Drinking Gourd (homeschoolers of color), PO Box 2557, Redmond WA 98073
Family Centered Learning Alternatives, HCR 63 Box 713, Naselle WA 98638; 206-484-3252
Holt Associates/Growing Without Schooling, 2269 Massachusetts Ave, Cambridge MA 02140
Home Education Press, PO Box 1083, Tonasket WA 98855; 509-486-1351
Home Educators Computer Users Group, 26824 Howard Chapel Dr, Damascus MD 20872-1247; 301-253-5467
Home School Legal Defense Assoc, PO Box 159, Paeonian Springs VA 22129; 703-338-5600
Home School Researcher, see Nat'l Home Education Research Institute
Homeschool Support Network/Home Educator's Family Times, PO Box 1056, Gray ME 04039; 207-657-2800
Homeschoolers for Peace, PO Box 74, Midpines CA 95345
Homeschoolers Travel Network, NHA, PO Box 290, Hartland MI 48353-0290; 513-772-9580
Homeschooling Unitarian Universalists and Humanists, 3135 Lakeland Dr, Nashville TN 37214-3312; 615-889-4938
Islamic Homeschool Assoc of North America, 1312 Plymouth Ct, Raleigh NC 27610
Jewish Home Educators Network, PO Box 300, Benton City WA 99320; 509-588-2627
Jewish Home Educators Resource, Pam Ernstoff, 6557 Walnut Grove, Columbia MD 21044; 410-964-0088
Nat'l Assoc of Catholic Home Educators, PO Box 420225, San Diego CA 92142
Nat'l Assoc of Mormon Home Educators, 2770 S 1000 West, Perry UT 84302
Nat'l Center for Home Education, PO Box 200, Paeonian Spgs VA 22129; 703-338-7600
Nat'l Challenged Homeschoolers Assoc (NATHHAN), 5383 Alpine Rd SE, Olalla WA 98359; 206-857-4257
Nat'l Handicapped Homeschoolers Assoc, 814 Shavertown Rd, Boothwyn PA 19061; 215-459-2035
Nat'l Home Education Research Institute, Western Baptist College, 5000 Deer Park Dr SE, Salem OR 97301-9392; 503-375-7019
Nat'l Homeschool Association, PO Box 157290, Cincinnati OH 45215-7290; 513-772-9580
Nat'l Homeschool Service, PO Box 167, Rodeo NM 88056; 505-557-2250
Nat'l Institute for Christian Home Education, Rt 3 Box 543, Rustburg VA 24588
Simon of Cyrene Assoc (African-American Homeschoolers of Christian Faith), PO Box 26357, Rochester NY 14626
The Teaching Home, PO Box 20219, Portland OR 97220-0219

Homeschool Groups Outside of U.S.

Canada:

AB Home Education Assoc, c/o Aine Stasiewich, Box 3451, Leduc AB T9E 6M2
Calgary Home Eds Encouragement & Resource Society, RR 6, Calgary AB T2M 4L5
Canadian Alliance of Homeschoolers, RR 1, St George, Ontario N0E 1N0
Canadian Home Educators Assoc of BC, 4684 Darin Ct, Kelowna BC V1W 2B3; 604-764-7462
Community Connections, BJ Smith, 101 Point Dr NW, Calgary AB T3B 5C8
Cowichan Valley Homelearners Support Grp, RR 7, Duncan BC V9L 4W4
Cowichan Valley Christian Homelearners Support Grp, 1050 Marchmont Rd, Duncan BC V9L 2M7
Education Advisory, 2267 Kings Ave, W Vancouver BC V7V 2C1
Greater Vancouver Home Learners Support Grp, 604-228-1939; 604-298-6710
Home Education News, Box 39009 Pt Grey RPO, Vancouver BC V6R 4P1
Home Learning Resource Centre, Box 61, Quathiaski BC V0P 1N0
Home School Legal Defense Assoc of Canada, PO Box 42009, Millbourne PO, Edmonton AB T6K 4C4; 403-986-1566
Homebased Learning Society of AB, 8754 Connors Rd, Edmonton AB T6C 4B6; 988-4652
Homeschoolers Assoc of Northern Alberta, 6311 14 Av, Edmonton T6L 1Y1
Manitoba Assoc for Schooling at Home, 89 Edkar Cres, Winnipeg R2G 3H8
Montreal Homeschoolers' Support Grp, 5241 Jacques Grenier, Montreal PQ H3W 2G8
NB Assoc of Christian Homeschoolers, RR 1 Site 11 Box 1, Hillsborough NB E0A 1X0; 506-734-2863
Nova Scotia Support Grp, c/o Laura Uhlman RR 1, Pleasantville NS B0R 1G0
Ontario Homeschoolers, Box 19, Gilford, Ont. L0L 1R0; 705-456-3186
Orilia Homeschoolers' Support Grp, 45 Albert St North, Orilla Ont L3V 5K3
Quebec Homeschooling Advisory, CP 1278, 1002 Rosemarie, Val David J0T 2N0
Rideau Valley Home Educators Assoc, c/o Dubuc, 1144 Byron Av, Ottawa K2B 6T4; 613-729-0117
Salt Spring Unschoolers Network, 132 Bullock Creek Rd, Salt Spring Island V8K 2L3
Saskatchewan Home-Based Educators, 116A Idylwyld Dr. N, suite 13, Saskatoon SK S7L 0Y7
Victoria Home Learning Network, 106-290 Regina, Victoria, BC V8Z 6S6
Villa Villekula Homeschool Resource Grp, 1250 Gladstone Av, Windsor N8X 3H3; 519-254-3593
Yukon Home Educators' Society, 8 Normandy Rd, Whitehorse YT Y1A 3C5

Elsewhere:

Accelerated Christian Education, PO Box 10, Strathpine, Qld., Australia; 07 205 7503
Alt. Education Resource Grp, 7 Bartlett St, Moorabbin 3189, Victoria, Australia
Aprender Sin Escuela, Apartado 28198, Madrid 28080, Spain
Brisbane Homeschooling Group, Lot 2, Caboolture River Rd, Upper Caboolture 4510 Australia
Canberra Home Education Network, 23 Bardolph St, Bonython, ACT 2905, Australia
Education Otherwise, 36 Kinross St, Leamington Spa, Warks, UK CV32 7EF; (0926) 886828
Homeschoolers Australia Pty Ltd, PO Box 420, Kellyville 2153, NSW Australia
Les Enfants D'Abord, 18 Grde Rue, Valence 26000, France
Netherlands Homeschoolers, Raadhuislaan 31, 2131 Hoofddoorp, The Netherlands
NSW Central Coast Homeschool Grp, RMB 6346, MacDonalds Rd, Lisarow NSW 2250, Australia
New Zealand Home Schooling Assoc, 5 Thanet Av, Mt Albert, Auckland, New Zealand
Panama Support Grp, PSC Box 1578, APO Miami, Florida 34001 (Ft Amador, Panama)
Puerto Rico Homeschooling Assoc, 503 Barbe St, Santurce 00912 Puerto Rico
Sunshine Coast Homeschooling Grp, #40 Browns Rd, Belli Park via Edmundi, 4562 Queensland, Australia
World-Wide Educational Service, Strode House, 44/50 Osnaburgh St, London NW1 3NN England
Yarra Valley Homeschoolers, 9 Salisbury St, Warburton, Australia

Other Organizations:

These educational, child-raising, or self-reliance organizations are good sources of help and allies. Again, a SASE is appreciated.
Alliance for Parental Involvement in Education, PO Box 59, E Chatham NY 12060-0059; 518-392-6900
Alternative Ed. Resource Org, 417 Roslyn Rd, Roslyn Hghts NY 11577; 516-621-2195
EVAN-G, 977 Keeler Ave, Berkeley CA 94708 (against corporal punishment)
La Leche League International, 9616 Minneapolis Av, Franklin Park IL 60131
Liedloff Continuum Network, PO Box 1634, Sausalito CA 94966 (people interested in the Continuum Concept)
Nat'l Assoc for the Legal Support of Alt. Schools, PO Box 2823, Santa Fe NM 87501; 505-471-6928
National Center for Fair and Open Testing (FairTest), 342 Broadway, Cambridge MA 02139; 617-864-4810
Nat'l Coalition Of Alt. Community Schools, PO Box 15036, Santa Fe NM 87506; 505-474-4312

These lists may be reproduced in full or in part only if the source is credited as "GROWING WITHOUT SCHOOLING, 2269 Massachusetts Avenue, Cambridge MA 02140."

If you are using this Directory and it is after February 1996, remember that addresses (especially of state and local groups) change often. Look in later issues of GWS (#109 on) for additions and changes to the Directory, or, for an updated list of groups, order our Homeschooling List Packet.

239 BEST COPY AVAILABLE

U.S. Postal Service STATEMENT OF OWNERSHIP, MANAGEMENT, and CIRCULATION (required by 39 U.S. C. 3685). (1A) Title of publication: Growing Without Schooling. (1B) Publication No: 04755305. (2) Date of filing: 11/1/95. (3) Frequency of issue: bimonthly. (3A) Number of issues published annually: 6. (3B) Annual subscription price: $25. (4) Complete mailing address of known office of publication: Holt Associates, 2269 Mass. Ave.' Cambridge MA 02140. (5) Complete mailing address of the headquarters of general business officers of the publisher: Same. (6) Full names and complete mailing address of publisher, editor, and managing editor: Publisher: Pat Farenga, 2269 Mass. Ave, Cambridge MA 02140. Editor: Susannah Sheffer, 2269 Mass. Ave, Cambridge MA 02140. Managing Editor: N/A. (7) Owner (if owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning 1 percent or more of total amount of stock: Holt Associates, 2269 Mass. Ave, Cambridge MA 02140. Patrick Farenga, 2269 Mass. Ave, Cambridge MA 02140. Susannah Sheffer, 2269 Mass. Ave., Cambridge MA 02140. Tom and Mary Maher, 30 Park St, Wakefield MA 01880. Donna Richoux, 56 Grimshaw St, Malden MA 02148. Nancy Wallace, 2424 Panama St, Philadelphia PA 19103. Mark and Mary Van Doren, PO Box 121, New Marshfield OH 45766. (8) Known bondholders, mortgagees, and other security holders owning 1 percent or more of total amount of bonds, mortgages, or other securities: None. EXTENT AND NATURE OF CIRCULATION: (A) Total No. Copies (net press run): Average no. copies each issue during preceding 12 months: 6000. Actual No. copies of single issue pulished nearest to filing date: 6000. (B) Paid and/or Requested Circulation: 1. Sales through dealers and carriers, street vendors and counter sales: 0. 2. Mail Subscription (paid and/or requested): Average: 5220. Actual: 5307. C. Total Paid and/or Requested Circulation: Average: 5220. Actual: 5307. (D) Free distribution by mail, carrier, or other means, samples, complimentary, and other free copies: 0. (E) Total Distribution: Average: 5220. Actual: 5307. (F) Copies not distributed: 1. Office use, left over, unaccounted, spoiled after printing: Average: 780. Actual: 693. 2. Return from news agents: 0. (G) Total: Average: 6000. Actual: 6000. I certify that the statements made by me above are correct and complete. - Patrick Farenga

Pen-Pals

Children wanting pen-pals should write to those listed. Please try to write to someone on the list before listing yourself, and remember to put your address on your letter. To be listed here, send name, age, address, and 1-3 words on interests. ••• Lauren DAVIS (10) 118 Elm St, Stoughton MA 02072; acting, reading, animals ••• RONEY, 890 Cheyenne, Lowell IN 46356: Adam (10) sports, models, reading; Olivia (8) reading, piano, animals; Rachel (7) animals, dolls, books ••• ROWE, 20 Kirby St, Mobile AL 36607: Logan (9) computer, baseball, Legos; Leah (8) reading, gymnastics, writing; Lauren (6) drawing, singing, gymnastics ••• Katie O'NEILL (12) 10633 Swallowtail Ct, S Lyon MI 48178; reading, sports, cooking ••• Rebecca HILL (7) Box 483, Kingsburg CA 93631; crafts, swimming, reading ••• Taylor LENTON (8) 2108 W Av N-8, Palmdale CA; reading, dancing, singing ••• Heidi SAMPLE (10) 14017 E 37 Pl, Bellevue WA 98006; ballet, soccer ••• ARMADING, 3540 100 St, Pierson IA 51048: Aaron (15) computer programming, reading; Elliot (13) reading, music, fantasy; Ariel (10) reading, writing, crafts ••• Tamara MAXEY (10) 486 S W St, Livermore CA 94550-4356; animal rights, drawing, horses ••• JACKSON, PO Box 135, New Richmond IN 47967: Caleb (12) biking, swimming, cars; Rachel (10) swimming, baseball, writing ••• Katie SAGONA (6) 300 Parker Av, Hackensack NJ 07601; skating, dancing, reading ••• Greta HEILMAN (13) RR 1 Box 213A, Brant Lake NY 12815; Star Trek, animals, Beatles ••• Iona COOPER (7) 102 Clay St, Milltown NJ 08850; camping, art, reading

Subscriptions & Renewals

Subscriptions start with the next issue published. Our current rates are $25 for 6 issues, $45 for 12 issues, $60 for 18 issues. GWS is published every other month. A single issue costs $6.

Rates for **Canadian** subscribers: $28/yr. **Outside of North America**: $40/yr airmail, $28/yr surface mail (allow 2-3 months). Subscribers in U.S. territories pay U.S. rates.

Foreign payments must be either money orders in US funds or checks drawn on US banks. We can't afford to accept personal checks from Canadian accounts, even if they have "US funds" written on them. We suggest that foreign subscribers use MasterCard or Visa if possible.

Address Changes: If you're moving, let us know your new address as soon as possible. Please enclose a recent label (or copy of one). Issues missed because of a change of address (that we weren't notified about) may be replaced for $3 each. The post office destroys your missed issues and charges us a notification fee, so we can't afford to replace them without charge.

Renewals: At the bottom of the next page is a form you can use to renew your subscription. Please help us by renewing early.

How can you tell when your subscription expires? Look at this sample label:

A12345 123456 02/01/96
JIM AND MARY SMITH
16 MAIN ST
PLAINVILLE NY 01111

The number that is underlined in the example tells the date of the final issue for the subscription. The Smiths' sub expires with our 2/1/96 issue (#109, the next issue). But if we were to receive their renewal before the end of the previous month (1/31), they would qualify for the free bonus issue.

Reward for bringing in new subscribers: If you convince someone to become a new subscriber - to take out a subscription at $25 a year - you will receive a $5 credit which you can apply to any John Holt's Book and Music Store order or to your own subscription renewal. Have your friend fill out our subscription form and enclose the $25 payment, and have them include a copy of YOUR mailing label (or copy the info). We will process your friend's subscription and send you the $5 credit. **This offer does not apply to gift subscriptions or renewals.**

Declassified Ads

Rates: 70¢/word, $1/word boldface. Please tell these folks you saw the ad in GWS.

FREE Science Magazine loaded with experiments. TOPS Ideas, 10970 S Mulino Rd, Canby OR 97013.

Home Education Magazine now has a forum on America Online! Keyword HEM. Published since 1984, HEM offers feature articles, ten regular columnists, news and information, and much more in every 68 page issue! Current issue $4.50. One year $20 (6 issues). Free 24 page books and publications catalog. Home Education Press, PO Box 1083, Tonasket, WA 98855-1083. 509-486-1351. E-mail HomeEdMag@aol.com.

Good Stuff: Learning Tools for All Ages is a 1994 Parents Choice Award Winner! This 386 page educational resources book, completely updated August 1994, is an outstanding value for homeschoolers. By HEM Resources Editor Rebecca Rupp. $16.75 postpaid from Home Education Press, PO Box 1083, Tonasket, WA 98855-1083. 509-486-1351. E-mail HomeEdMag@aol.com. Free 24 page books catalog.

LEARNING DISABILITIES EXPERT planning 1996 caseload. Interviewing worldwide. Acceptees guaranteed success. Professor Harold Baer, Bantad, Boac, Marinduque 4900, Philippines.

Save 20% on your own **educational software** purchases while earning $25/hour helping others learn about computers. Become an Educational Software consultant. We'll train you. Please call 916-488-6589 for details.

"I Found It! Educational Resources for the Rest of Us." New Newsletter includes sample activities/lessons and information on how to get your children started on computers. $10/year. Please call 916-488-6589 to subscribe.

GUIDE TO UNCONVENTIONAL COLLEGES. Free information: Victor Campbell, 811 23rd St, Dept. G, Sacramento, CA 95816.

Free mentoring (by mail) in classical music appreciation, arts training avenues, budget travel, writing - plus topics you specify. Write Ronald Richardson, 4003 50th Ave SW, Seattle WA 98116.

"99 Ways to Get More Interesting Mail." $5.00. Or write for **free brochure**. Syringa Place, PO Box 8554, Spokane, WA 99203.

USBORNE BOOKS. CONSULTANTS NEEDED! HOME PARTIES, BOOK FAIRS, FUNDRAISERS. FREE BROCHURE! 800-705-7137.

Secular, quarterly homeschooling newsletter. Send SASE plus $1 to Right At Home, PO Box 164, Huntington, VT 05462.

TRY IT BEFORE YOU BUY IT. Now you can try **MORTENSEN MATH** before you buy it. **SPECIAL DEMO VIDEO** and sample set of manipulatives (bars) are available for home examination. See for yourself just how simple MATH can be. $10 refundable deposit required. Visa/MC. Toll free 1-800-338-9939. FREE CATALOG.

FAMILY BUSINESS perfect for homeschoolers. Sell Usborne Books and earn money while earning free books for your family. Flexible hours, commission, bonuses. Contact Robin Kimbrough, 406 Elmwood St. Vicksburg, MS 39180, 601-638-0500.

GROW YOUR FAMILY NATURALLY with our extraordinary organic home-basd income opportunity that can change your health and financial future. 24 hr. recorded message: 1-800-296-3867.

Excellent junior and senior high school textbooks. All subjects. 25 for $20. 617-235-4246.

1996 KIDS CALENDAR. 366 fun, educational activities. Perfect for ages 3-8! Send $3 to C. Kislosky, 290 Lackawanna Ave, Owego, NY 13827.

WRITING INSTRUCTION in a book series created by a professional teacher and published author. Systematic program designed for individual study and practice. Adaptable to different ages and abilities. Free consultation. SASE for brochure. Workshop Publications, 814 Couch Ave, Wallowa, OR 97885. Questions? Call 541-886-4795.

COLLEGE MONEY GUARANTEED! College Funding Services specializes in helping American and International students secure funds for U.S. colleges through scholarships, grants, and financial aid. No GPA requirement. No income requirement. No age requirement. Must have a junior high school education. Send a stamped, self-addressed envelope to CFS, PO Box 5760, Playa del Rey, CA 90296, USA. (For international students, no stamped envelope required.)

HOW TO SELL TO THE GROWING HOMESCHOOL MARKET - 1996 international directory with 400+ contacts. Call 1-800-273-0372 for free brochure.

BEST COPY AVAILABLE

Book Reviews

Material World by Peter Menzel #4400 $30 + $5 s/h

This is a remarkable study of the current economic geography of our planet from the point of view of that most readily understandable unit, the family. We at Holt Associates were drawn to it because it is fascinating to see the basic details of real life for ordinary people around the world. This is the kind of information you would normally expect to get only by traveling far and wide, and then you would have to be lucky enough to be invited into the homes of people who are extraordinarily open, and you would have to learn over twenty languages.

Menzel's crews visited thirty countries in most corners of the earth to do an in-depth study of a financially average (for that country) family. They photographed the family members and their possessions and interviewed them extensively about what they owned, how it worked, and what they considered important. Each section opens with an amazing image: the members of the household in front of their home with all of their belongings arrayed around them. This is followed by more photos of various significant aspects of their lives, text explaining many details, and statistics about the particular society that relate to the family presented. There are also several pages that show pictures of one thing from each household, such as a typical meal being presented or, much to the delight of children who have looked at the book with me, the toilet of each home.

This book provides a unique and compelling way to study geography. These families have given us a great privilege in allowing us into their lives, and they challenge us, by opening their doors, to evaluate the "material world" in which we each dwell. The text is written on a level appropriate for older children and adult readers, but even quite young children could enjoy the photos and hearing and discussing the information about the families. This book is truly for, as well as about, the whole family.

— Maureen Carey

The Atlas of the Human Body #3262 $20 + $4.50 s/h

This is the kind of book we like because it can be used in so many different ways and by all members of the family. When we sent it to two families for their evaluation, Lucia Jenkins, homeschooling mother of several kids, wrote:

"This is an exceptional resource book! It is similar to a *Gray's Anatomy*, but in full color. The illustrations are extremely detailed. In addition, there is a short, concise description of the identified part's function in the body. Pre-readers would enjoy just looking at the pictures and asking questions. My only criticisms are that there is incorrect information about mastitis in the lactating breast, there are no uncircumcised males in the book, and there is not enough cultural diversity in the pictures."

And Anne Brosnan, an 18-year-old homeschooler, wrote:

"This book has a great style and format. They took the idea of a color chart anatomy book for younger kids and added serious descriptions of the workings of the human body to make it useful and interesting to adults and older kids as well."

Holt Associates/GWS is not supported by grants, foundations, or any other outside sources. Your subscriptions and book purchases are what help us continue our work.

Subscribe now and get our **FREE**
1996 DIRECTORY OF HOMESCHOOLING FAMILIES.
Growing Without Schooling (617) 864-3100

☐ YES! Send me a one year subscription (6 issues) to GROWING WITHOUT SCHOOLING and my FREE Directory of homeschooling families for *$25.00.

☐ My payment is enclosed. Place this card in envelope with:
Check or money order to GWS.
Visa or MasterCard #: _____
Expiration date: _____

Name _____

Address _____

City _____ State _____ Zip _____

*Please add $3.00 for Canadian and foreign surface mail orders, $15 for foreign air mail. (U.S. funds only, drawn on U.S. bank).

GWS, 2269 Massachusetts Ave., Cambridge MA 02140 • 617-864-3100

BEST COPY AVAILABLE

We underrate our brains and our intelligence. Formal education has become such a complicated, self-conscious and overregulated activity that learning is widely regarded as something difficult that the brain would rather not do. Teachers are often inclined to think that learning is an occasional event, requiring special incentives and rewards, not something that anyone would normally engage in given a choice. Such a belief is probably well-founded if the teachers are referring to their efforts to keep children moving through the instructional sequences that are prescribed as learning activities in school. But ... learning is the brain's primary function, its constant concern ...

Frank Smith in *Insult to Intelligence*

See our conversation with Frank Smith in this issue!

Growing Without Schooling
2269 Massachusetts Avenue
Cambridge MA 02140

SECOND CLASS
POSTAGE PAID

MOVING? Send us your new address today!

BEST COPY AVAILABLE